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NATIONAL School Service

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AMERICAN MARINES IN FRANCE

First American Troops Take Important Part in Fighting Near Château-Thierry, June 1 to 10

The following letter, somewhat condensed, describes the work of the marines in France, the first of the American troops to take an important part in the fighting, near Château-Thierry:

Roads Filled with Refugees

"We left our rest area at 4 a.m., May 31, 1918, in camions [motor trucks] 20 to 30 in a camion, taking a route that skirted within nine miles of Paris. Here we found beautiful little towns with charming villas, blooming gardens, and French who had that unconquerable gayety of the Parisian, and they lined the roads and threw flowers into the trucks or handed them to the men, and waved American flags at us. As we neared Meaux [25 miles east of Paris] we saw our first fugitives, on a road that was a living stream of troops in camions, guns, and trains hurrying to the front. And the refugees went straight to the heart of us. When you saw old farm wagons lumbering along with the chickens and geese swung beneath in coops, laden down with what they could salvage, cattle driven by boys of nine or ten years, little tots trotting along at their mothers' skirts, tired out, but never a tear or whimper, saw other groups camping out on the road for the night—there was the other side, the side that I think fired the men to do what they did later. I saw one wagon coming along towering to the top with boxes and mattresses, and on the top mattress was a white-haired old lady who would have graced any home, dressed in her best, and with a dignity that blotted out the crude load and made you think of nothing but the silver-haired old lady, who was the spirit of a brave people that met disaster with dignity.

"Up from Meaux the road went straight to the front, with glimpses of the Marne. And it was a living road of war, troops on foot and in the lumbering camions. French dragoons trotting by, with their lances at rest and the officers as trim as though they had just stepped out of barracks; trains, ambulances, guns from the 75's to the 210's, staff cars whizzing by, and a trail of dust that coated the men in the camions until they looked like mummies.

"It was midnight when our 1st Battalion halted in their trucks at a point four miles back of where we finally went into line [near Château-Thierry], and officers and men bivouacked on the roadside or in the fields. The men were sadly in need of rest, for they had had practically no sleep for two nights. Next afternoon, June 1st, we took up the support line, with French

(Continued on page 2)

MESSAGE FROM PRESIDENT WILSON

To School Teachers of the United States:

It is quite unnecessary, I am sure, for me to urge a continuance of the service you and your pupils have rendered to the Nation and to the great cause for which America is at war. Whatever the Nation's call has been, the response of the schools has been immediate and enthusiastic. The Nation and the Government agencies know and appreciate your loyalty and devotion and are grateful for your unfailing support in every war service.

The schools and colleges of America are justified by their works when the youth of our land and the homes from which they come are united in unselfish devotion and unstinted sacrifice for the cause and the country we hold dear. The spirit of American democracy is a heritage cherished and transmitted by public education. All that America has meant to us and to the world in the past it must mean with greater and more disinterested devotion in the future. The civic sense that has made each home and child part of a community, part of a state, part of a Nation, is to-day deepened by this war and its issues. It affects the fate of the many lands and peoples whose blood is in our veins, and whose happier future will be part of the triumph of the principles for which we fight.

The doors of the schools have opened to a new generation of children. Your responsibilities, great in the past and greatly met, are still greater to-day. This publication by the Committee on Public Information, established in response to the requests of the schools and the needs of the departments whose programs involve the schools, will have served its purpose if it aids you in performing and interpreting the new duties implicit in its title.

WOODROW WILSON

HOOVER COMMENDS TEACHERS

They Are the Appointed Leaders of the Nation's Great Reserve

Food production and food conservation have been stimulated greatly through the activities of the schools. In recognition of this service, Herbert Hoover, United States Food Administrator, sends this personal message to the teachers of America:

TO THE TEACHERS OF AMERICA:

For more than a year the Food Administration has been increasingly indebted to the schools of America. Teachers, pupils, and administrative officers have been most cordial in their support of all that has been undertaken to provide food for those who have a right to expect it of us. I welcome this means of giving credit to those who so deserve it, and of expressing my personal gratitude to them.

No one will see more clearly than you the difficulties that surround the food problem, and none will appreciate more fully the necessity of exact information, most widely disseminated, as a basis for effective popular support. And this popular support is absolutely indispensable.

This is the people's war. They must participate in it in every way that can be devised. Their willingness to do this has been abundantly proven. Hence they also have a right to the truth in order that they may do what they can and do it because they understand.

There may be those who have doubts as to what their duty in this crisis is, but the teachers cannot be of them. They are the appointed leaders of the Nation's great reserve; if this force fails, the hope

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for a victorious peace will be in vain. Let them be thankful that they find themselves in a place so honorable and so commanding.

The policy of the Food Administration is built upon the widest publicity of facts, and full confidence in the determination of the people voluntarily to do whatever is manifestly necessary. The educational forces of the country will aid incalculably in translating this policy into history.

HERBERT HOOVER.

Washington, Sept. 1, 1918.

AMERICAN MARINES IN FRANCE

(Continued from Page 1)

troops hard pressed by the Boche holding the line out in front. Our first post command was in the outer edge of a strip of woods that is now a mile and a half in the rear, with as little protection from any kind of fire as a spot in the speedway. From what the French told us, the Boche cannon had got up in small numbers only, and in their fights the Boche had fought with machine guns, a prodigious quantity of them, and grenades. On our right were the French. The next day, June 2nd, the French began to drop back, tired out and outnumbered; and that afternoon, by prearranged plan, they were to pass through, and our line was to become the front line.

German Attacks Repulsed

"We had dropped back and installed ourselves in a house in a little village between Champillon and Lucy-le-Bocage. From one side we had observation of the north, and when the Germans attacked at 5 p.m. we had a box seat. They were driving at Hill 165 from the north and northeast, and they came out, on a wonderfully clear day, in two columns across a wheat field. From our distance it looked flat and green as a baseball field, set between a row of woods on the farther side and woods and a ravine on the near side. We could see the two thin brown columns advancing in perfect order, until two-thirds of the columns we judged were in view. The rifle and machine fire was incessant, and overhead the shrapnel was bursting. Then the shrapnel came on the target at each shot. It broke just over and just ahead of those columns, and then the next burst sprayed over the very green in which we could see the columns moving. It seemed for all the world that the green field had burst out in patches of white daisies where those columns were doggedly moving. And it did this again and again—no barrage fire, but with the skill and accuracy of a cat playing with two brown mice that she could reach and mutilate at will, and without any hurry. The white patches would roll away and we could see that some of the columns were still there, slowed up, and it seemed perfect suicide for them to try. You couldn't begrudge a tribute to their pluck at that.

"Then, under that deadly fire and the barrage of rifle and machine gun fire, the Boche stopped. It was too much for any man. They burrowed in or broke to the cover of the woods, and you could follow them by the ripples of the green wheat as they raced for cover. The 5th bore the brunt of it, and on our left the men raked the woods and ravines to stop the Boche at his favorite trick of infiltrating through. An airplane was overhead checking up on our artillery fire, and when the shrapnel lay down on those columns just as an elephant would lie down on a ton of hay, the French aviator signalled back to our lines, "Bravo!" The French could not and cannot to-day understand the rifle fire of our men. That men should fire deliberately, and use their sights and adjust their range, was beyond their experience. The rifle fire certainly figured heavily in the toll we took, and it must have had a telling effect on the morale of the Boche, for it was something they had not counted on. As a matter of fact, after pushing back the weakened French and then running up against a stone-wall defense, they were literally up in the air and more than stopped. We found that out later from prisoners, for the Germans never knew we were in the front line when they made that attack. They were absolutely mystified at the manner in which the defense had stiffened up, until they found that our troops were in line.

"The next day Wise's outfit pulled a spectacular stunt in broad daylight. They spotted a machine gun out in front, called for a barrage, swept out behind it, killed

American Troops in Camions

German Prisoners

or wounded every man in the crew and disabled the gun. They got back O. K., and then the Boche launched a counter-attack that was smashed up. For the next few days we were busy pushing out small posts to locate the enemy, and to reoccupy such strong points as were beyond the main line assigned us.

American Advance Begun

"The real fireworks broke on June 6, when a general advance on the Brigade front to straighten out the lines and recover territory was decided on. At 5:00 p.m. we started out for our new objectives, on a wonderful day, and the twilight is so long here that it was practically broad daylight. The artillery preparation was short, and one of the platoons of our machine gun company laid down a barrage. The woods were alive with machine guns, and at times where our lines and those of the 5th had passed through they soon found Boche and machine guns in their rear. The advance on the left was held up by stubborn fighting, but about 9 o'clock Major Sibley sent in a runner with word that his left was advanced as far as his right, that he had reached the northeast edge of the woods, that the worst of the machine gun nests was on a rock plateau near his post command, but that he had surrounded it.

"In the meantime, because of the extreme difficulty of *liaison* and with a dark night closing in, orders went out to consolidate. This came just before we had word from Sibley. It was just 9:45 when word came in that Bouresches had been taken by Robertson's platoon of the 96th, or rather the 20 odd men of his platoon who had managed to break through a heavy machine gun barrage and enter the town. As Robertson told me, he had managed to get part of his platoon through the barrage, and looking back, he saw Duncan and the rest of the company, who were charging through the barrage, 'go down like flies.' Robertson blew his whistle just before this to bring up all of his half of the line, and missed Lieutenant

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Bowling. He passed the word, 'Where is Johnny?' and saw Bowling get up, face white with pain, and go stumbling ahead with a bullet in his shoulder.

"Although the capture of Bouresches was the most spectacular of the first fighting, Sibley was having heavier work in the Bois de Belleau. He reported early that there were many machine guns in the woods. At first prisoners came in early, and the men who brought them back reported that the companies were cleaning up fast with few casualties. Young Timmerman charged one machine gun nest at the point of the bayonet, and sent in 17 prisoners at a clip. The counter-attack came at 2:30 in the morning, and although they got within 30 feet of the town, it was smothered by our fire.

Cleaning Up Machine Gun Nests

"June 7th was spent in getting rations, water, and ammunition out to both battalions, and the little Ford we have hung on to, although it was twice on the verge of destruction, ran through a period of 36 hours over the road to Bouresches in daytime and at night, or to a point from which the stuff could be carried off to the left to the ravine running along the right of Sibley's position. All that day and the next Sibley's men rushed machine-gun nests in hand-to-hand fighting. The guns were emplaced on crests in the thick woods, on rocky ridges, with fire to all points. Their light guns could easily be moved around to our flanks or rear, and the Boche certainly know the art of working through, infiltrating, and opening fire from unexpected quarters. Many times the groups got a footing on these crests, only to have to fall back in the face of a deadly machine-gun and stick-grenade fire. It was work of the most reckless courage against heavy odds, and they took their toll of us for every gun captured or disabled.

French Refugees

Incidents of the Fighting

"On the 9th Sibley was withdrawn to a point from which the artillery could hammer away at the machine gun nests, which had been thoroughly located. For an hour 50 American and French batteries of 75's and 155's threw everything they had into those woods on the right. Hughes went in on the 10th, and his first message was that the artillery had hammered the Bois de Belleau into mincemeat. Overton, who had taken over the 76th Company that day, charged the old rock plateau position in brilliant fashion, killing or capturing every gunner and capturing all the guns, and with few casualties. He 'got his' later, when the Boches shelled him in his hastily dug-in position for 48 hours. Hughes captured six *Minenwerfers,* about 30 guns, light and heavy. Young Robinson charged into certain death to take one nest, and a string of bullets caught him full in the breast. Young Roberts, a runner told me—the last time the runner saw him—was flat on a rock not twenty yards away from one gun, blazing at it with an automatic in either hand. They hit him three times, and hit him hard before he would consent to go to the rear. There was not an officer left in the 82nd Company, and Sibley and his adjutant, Bellamy, reorganized them under close fire and led them in a charge that put that particular nest out of business at the most critical time in all the fighting. When the word got around that dead-tired, crippled outfit that the 'Old Man' [Major Sibley] was on the line, nothing could have stopped that rush.

German Prisoners Guarded by Americans

"Since June 10th [this was written June 29th] while the fighting has not been that savage hand-to-hand kind, we've been in there, the two regiments, always advancing, never giving an inch, attacking and smashing counter attacks by the literal score. They've had five and part of a sixth division against our brigade, and half the time three divisions at once.

"Just one more incident of Sibley's work: The supply of grenades gave out at one time, due mostly to the fact that no one knew what a veritable nest of machine guns those woods sheltered. They would have been a Godsend, and as one

of the men said, 'When I thought of the hundreds I'd thrown away in practice, I'd have given a million dollars for a grenade more than once.'

Effect on the Germans

"The Germans have had the fight knocked out of them and admit it. The artillery has done wonderful work at all times. The last big draft of prisoners had been cut off from supplies by three days of our fire. One man in the 16th Company, Leonard, captured and held in the front lines, brought in, unarmed, a captain, 4 lieutenants, and 73 Germans, unarmed. Another marine, wounded and found in a dugout by Shearer's men, had had his fun when they hammered questions at him, in a smattering of German, French, and English. When they asked him how our food supply was he said, *'Bon beaucoup chow'* ['Good plenty eats']. When they wanted a line on our machine guns they asked, *'Combien put-put-put?'* ['How many put-put-put's?'] and he came back with *'Beaucoup put-put-put'* ['Plenty put-put-put's']. The prisoners vary a lot, some fine big chaps, and many look like retired farmers, undersized, or running down to 17 years. At first they thought we were Canadians, but the last lot say all the Germans know we have about 700,000 men, and they say they don't want to fight us, that we give them no rest and our artillery punishes them terribly."

OUR FIRST CASUALTY

"How did you get hurt?" asked the doctor of the American soldier in France, as he slowly recovered consciousness.

"Well," was the reply, sheepishly given, "the last thing I remember was telling a British Tommy that the Americans had come over here to start the war."

In this connection it may be noted that in a recent speech Prime Minister Lloyd George reported that Great Britain alone had raised an army of 6,250,000 men. "If the United States of America," said he, "were to call to the colors the same number of men in proportion to her population, it would mean near 15,000,000."

A CREED FOR AMERICANS

The American's Creed and its explanation, printed in this issue, offer an opportunity for the teachers of civics or history to drive home strong messages of patriotism and citizenship. Have the students take up the explanation clause by clause. Let them work over the historic background which was responsible for the first forms of the different clauses. Have them point out why these statements are true today, as they were true when first uttered. Finally, bring out the thought that part of our work in the war is to help make these ideal realities in every nation on earth.

That the German government is today generally called autocratic is no invention or exaggeration. Even before the war that was clear to all those informed on the subject within and outside of Germany.

THE WAR IN 1918

Germany's Drives and the Allies' Counter Attacks from March to August

When the military campaign of 1918 opened, the battle line on the western front was about as it had been established by the retreat to the Hindenburg line a year before (March, 1917). It ran in a southerly direction from a point on the North Sea near Ostend, across the western corner of Belgium, past Lille and Cambrai to La Fere, on the river Oise, in Picardy. Thence it turned gradually to the east, passed to the north of the battle-scarred cities of Rheims and Verdun, and crossed the Vosges mountains about midway in their course. The line then dipped southward on the German territory of Alsace, for some fifty miles to the Swiss frontier.

German Preparations

The collapse of Russia enabled the Central Powers to gather on the western front enormous forces of men, guns, munitions, airplanes, liquid-fire and poison-gas apparatus. Their purpose was to force a military decision in 1918, before the United States could get effectively into the fighting. "If the enemy does not want peace," the Kaiser had said December 22, 1917, "then we must bring peace to the world by battering in with the iron fist and shining sword the doors of those who will not have peace."

Five successive drives of the Germans followed, constituting the greatest and most momentous struggle in the history of the world. One of their collateral effects was to force the Allies to a belated step for attaining greater unity of military action by appointing General Foch (April 15) supreme commander-in-chief for the whole western front.

The Battle of Picardy

The first drive opened on March 21 in the region of the river Somme. It is called the battle of Picardy. The base of the drive stretched for 70 miles from near Arras on the north to La Fere on the south. The success of the enemy was in part due to the wholesale use of "mustard" gas shells and in part to new "wave attack" methods worked out by the German General Hutier. Under this pressure a British army under General Gough fell back and left dangerous gaps in the Allied lines. These were filled partly by French troops, but much of the credit for arresting overwhelming disaster belongs to the makeshift battalions hastily organized by General Carey from cooks and other non-combatant forces, including American engineers. Nevertheless the Germans penetrated in six days a maximum depth of 35 miles; but Amiens proved untakeable.

The second German drive began April 9, in Flanders. It penetrated to a depth of 10 miles on a front of 30 miles; but it failed either to reach the Channel ports or to crush the British army.

Second Battle of the Marne

On May 27 the third drive was launched, this time in Champagne, and under the personal direction of the German Crown Prince. It is called the second battle of the Marne, or the Aisne-Marne battle It was preceded by the most tremendous preparations ever made for battle. Between Soissons and Rheims the Germans crushed through to the river Marne at Château-Thierry, an advance of about 30 miles. This brought the menace within 44 miles of Paris. The Germans announced the capture of 45,000 prisoners and over 400 guns.

June 9th the fourth drive began on a 20 mile front west of Soissons. It advanced the German line a maximum of 6 miles, but at a tremendous cost in men killed and wounded. The German attempt to reach the important town of Compiègne failed. It was in this battle on June 6 to 12, northwest of Château-Thierry, that the American marines fought so brilliantly.

Fifth German Drive Stopped

The fifth and last German offensive was launched on July 15. It covered the whole eastern side of the Soissons-Rheims salient and the line for some 15 miles east of the latter city—roughly, about 80 miles from Château-Thierry to Prunay. The immediate object was to encircle from east and west the high wooded hills which lie south of Rheims, capture that city, and seize the important railroad center of Épernay. East of Rheims the drive was stopped by the French under General Gouraud. West of Rheims only slight advances were scored against the stiff resistance of the American troops who were now present in large numbers on this front.

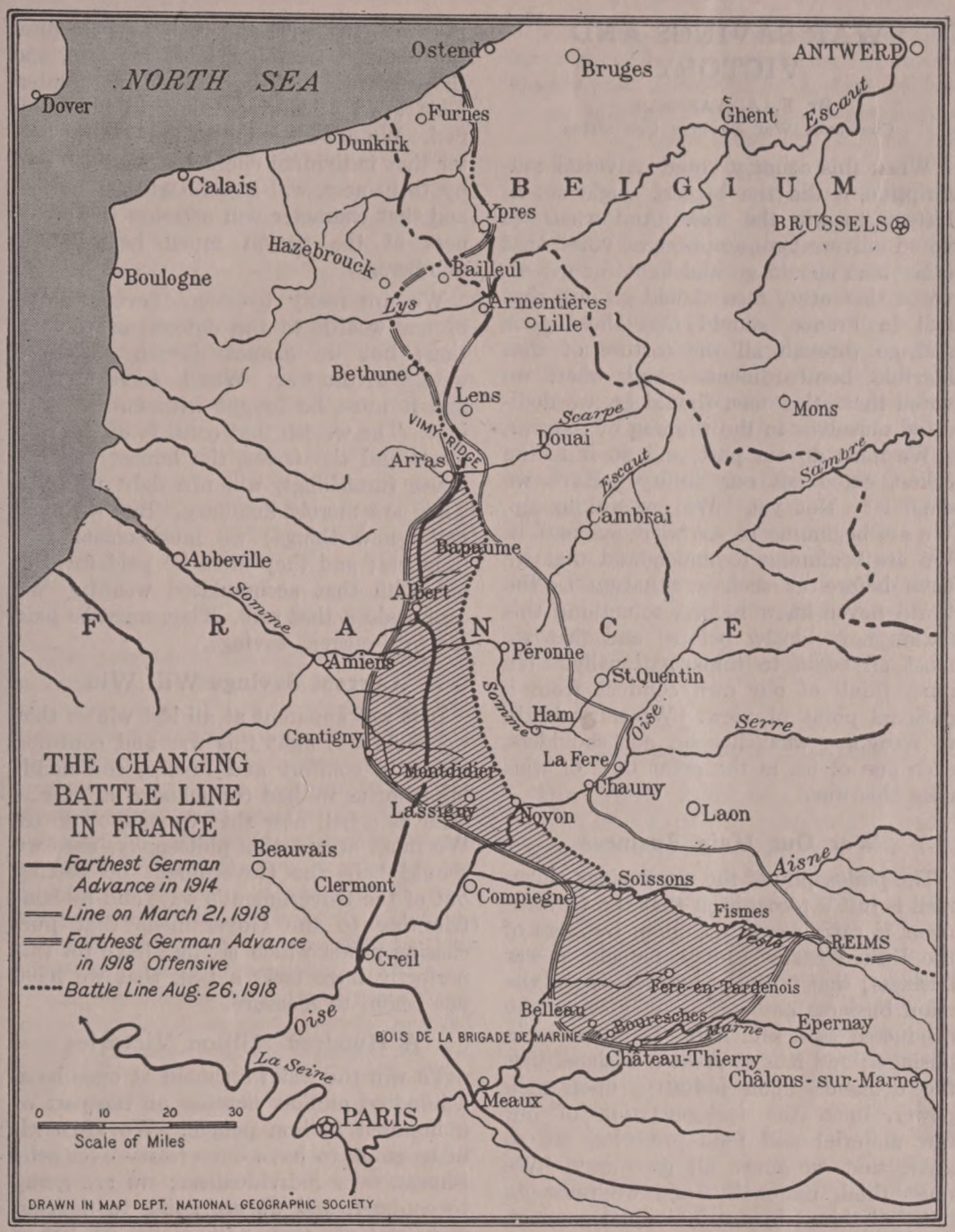
General Foch's Counter Attack

Then came the turn of the tide. General Foch had bided his time, saving his men and supplies until in his opinion the moment for counter attack had arrived. On July 18 he launched the first of his counter drives, along the western side of the Château-Thierry pocket on a front of 28 miles. There was practically no artillery preparation, reliance being placed on the vast numbers of British and French tanks to batter down the German defenses.

From the first day it was evident that a staggering blow had been dealt the German advance. As day followed day and no marked slackening of the Allied effort was perceptible, a wave of optimism succeeded the depression caused by the earlier German successes. By August 6 the brilliant operations of the French and Americans had forced the Crown Prince's army back to the river Vesle. Soissons was taken by the French on August 2, Fismes by the Americans on August 4.

Second Allied Offensive

Before the Germans had recovered from this blow a second great offensive was launched in Picardy on August 8. Again the tanks played a great part, especially a new variety of small "whippet" tanks, very agile and capable of climbing banks, spinning on their own axes, and attaining a speed of ten miles an hour. This "charging artillery" proved admirable in breaking up machine gun nests, while



The area shaded by diagonal lines shows the allied gains between July 18 and August 26 inclusive. Since the latter date there have been other gains, which are not shown on this map.

cavalry and light armored motor cars dashed about the open country in pursuit of the enemy. Gradually the attack was extended until practically the whole front from Arras to Rheims was involved—a distance of 60 miles. Albert, an important town northeast of Amiens, was taken by the British on August 22, and a vigorous advance was made toward Bapaume in Flanders. Meanwhile French and Americans also were not idle in their respective sectors. On August 22 it was reported that in a little more than a month the Allies had taken 100,000 prisoners, thousands of cannon, and machine guns, and vast quantities of military supplies. The general situation on the western front as it existed in the last week of August is shown by the accompanying map.

These gratifying results were due primarily to three things: (1) the dogged steadfastness of the British and the patient heroism of the French—soldiers and civilians; (2) the brilliant strategy of General Foch, and the unity of command which made this effective; (3) the material and moral encouragement of the American forces, of whom nearly 1,500,000 were in France before the end of August.

Austrian Offensive Thrown Back

On the Italian front meanwhile an Austrian offensive, which had opened on the Piave river with great expectations on June 15, had speedily been thrown back with Austrian losses amounting to over 40,000 men and guns and material to correspond.

It is still too early to say when the war will end, or even how far back the Allied drives of 1918 will carry the German lines. But this is certain—that Germany can no longer hope this year either to reach Paris, smash the French or British armies, or even occupy the Channel ports. Her hopes of "a military decision in 1918" have been completely frustrated, and the ultimate triumph of America and the Allies has been rendered reasonably certain.

Germany must become a modern democratic state if peace is to reign in the world.

WHY THE WAR SHOULD BE STUDIED IN SCHOOLS

Emergency Course of Instruction Suggested by National Board for Historical Service

Many excellent reasons exist for asking teachers and pupils, heavily burdened though they are, to give some time each week to the formal study of the war. The best of these, perhaps, is that in some way it is sure to come in, and that the study of it should be organized in such a way as to make it educationally valuable.

Importance of the War

The war is the biggest and most important happening in history. It is the war of every boy and girl as well as of every adult in the United States, and its issues will affect the destinies even of the unborn. Scarcely a child can be found in the schools who does not have a member of his family or other relative bearing arms in the contest. In the food that we eat, the clothing we wear, the heating of our houses, the amusements we indulge in, and our traveling to and fro we feel its actual presence. The war is in the atmosphere which the child breathes, and it already plays a large part in his school life.

War Study Stimulates Patriotism

Just because of this fact, therefore, it is important that the war should receive systematic treatment in the schools. It is still desirable that we be able to give "a reason for the faith that is in us," and the child should have presented to him clearly but simply the causes and aims of the war. Such teaching will not merely stimulate the patriotism of the child and aid the various war services imposed upon the schools. It will react upon the homes, and powerfully promote a sound civilian morale. Our public schools are the most important agency we have in advancing the cause of democracy. They are also the institution in whose guidance our people instinctively have most implicit confidence.

There is a story told of a Chicago immigrant mother, suspicious and distrustful, who when asked to sign a food pledge card said: "I sign nodings, my man he say I sign nodings"; and slammed the door in the face of the distributor of the cards. But when her little daughter brought the same card from school and said, "But, Mamma, my *teacher* says it is all right"; the mother replied: "Vell, if your teacher say it is all right, then I sign."

Regular Studies Enriched

Through the interest aroused by the study of the war, many of the regular studies of the school course can be strengthened and enriched. In the case of history, civics, and geography this relationship is evident. The new duties the war imposes may be made to stimulate the teaching of language, arithmetic, domestic science, drawing, music, and practically every other subject of the school curriculum.

Emergency Course of Instruction

The study of the war should form a part of the school course. Where the study should be placed and how it should be conducted, are told in a pamphlet prepared by the National Board for Historical Service and published by the Federal Bureau of Education under the title "Outline of an Emergency Course of Instruction on the War," Teachers' Leaflet No. 4. Five cents for the first copy, two cents for each additional copy. The authors, Doctors Coulomb, Gerson, and McKinley, are practical school men, as well as historical scholars. In the introduction they suggest: "Definite periods on the school program should be allotted to this purpose—in grades three and four, two 20-minute periods a week; in grades five, six, seven, and eight, two 30-minute periods a week." In an appendix suggestions are given as to how the time for such study can be found and also as to the methods of teaching the subject. The course of instruction as outlined for each grade group is definite and practicable. For example, in grades 3 and 4 are the following topics:

(1) Stories of War Incidents
(2) Celebration of Special Holidays
(3) Handicaps of German Boys and Girls
(4) Why the United States Entered the War
(5) What our Government has Accomplished in the War
(6) Our Soldiers and Sailors
(7) How Children Can Help

The last heading is one which appears in the outline for each group of grades. The sample lesson on the care of shoes, reprinted in the Primary Department of this issue, is an example of the practical handling of the subject by these authors.

High School Study of the War

To quote again from this leaflet, "Every high school student in America should, during the school year 1918-19, be given a consecutive history of the war, with its antecedents and ensuing problems." A concrete plan is presented—too long to give here—by which this also can be accomplished, with little disturbance to other studies and classes, through the coöperation of the high school teachers. The work as planned for the high schools is based upon the outline prepared by Dr. Samuel B. Harding and published by the Committee on Public Information, entitled "The Study of the Great War—A Topical Outline with Extensive Quotations and Reading References." Teachers may obtain copies of this pamphlet by writing to the Committee on Public Information, at 10 Jackson Place, Washington, D.C.

HELPING WITH FALL CROPS

There is plenty of work for the older boys and girls in harvesting and in picking the fall fruit crops. Even if only a few hours a day can be spared for such work by school boys and girls, older hands would be released for the heavier and more specialized work of the farm. In some communities it may be possible, through volunteer overtime work in schools, to release groups of students for whole days at a time.

WAR SAVINGS AND VICTORY

By F. A. VANDERLIP,
Chairman War Savings Committee

When this country voted universal conscription it did the biggest single act in history to win the war. And when we voted universal conscription we voted that other men should go and fight for us; we voted that other men should go into that hell in France, should face those guns and go through all the torture of that horrible bombardment. And when we voted that other men should go, we dedicated ourselves to the winning of the war.

We must do our part, and do it to the fullest extent of our ability. Have we done it? Not yet. We are waking up. We are beginning to see what our part is. We are beginning to understand that we have before us such a situation as the world never knew before, something this nation never knew before; and that we must all begin to think nationally. We must think of our own conduct from a national point of view. We must begin to recognize what lies on our shoulders, each one of us, in the great task of winning this war.

War Our Main Business

The philosophy of the war savings movemen is just a recognition that the Government is carrying on the main business of the United States to-day, namely, a war business; that ordinary business is not the main business any more. War cannot be conducted as a side line. It is our main business; and it is so great a business that the demands upon industry, upon man power, upon the transportation of our raw material and food products, are so great that we must all give way. We must think nationally, and we must do national things in our individual conduct. We must recognize that thrift, that getting out of the way of the Government and placing our lives, our means, and our power at the disposal of the Government, is now a duty that rests on every one of us. We are going to recognize that; we are going to feel it, and feel it very deeply the country over.

We are going to understand more of what thrift is than ever before; to see that the nation has great things to hope for from this thrift movement, outside of helping to win the war itself. We will establish habits of thrift in our people. We are going to make them understand what thrift means nationally; that it means something more than individual welfare—it means national development.

Thrift the Basis of Civilization

The very foundation of the advancement of civilization lies in thrift. It means the foregoing of things that we may want for the moment in order that better things may be had for the future. And as we dignify thrift we demonstrate what it means nationally, what it will mean in the future; when instead of devoting the result of this thrift to destruction we have the same thrift devoted to upbuilding. The people are going to comprehend that with the increase of capital the demand for labor must increase, and the rewards of labor must be greater. This word "thrift" is going to be dignified. We are all going to understand better that individual character, as illustrated by thriftiness, will mean a greater nation, and that character will measure the greatness of the nation much better than numbers.

We are ready to devote every dollar of our wealth to the defense of the nation; but we cannot devote our fixed wealth to the war. War is current effort, and it must be fought with current savings. The wealth that consists of the railroads and the farms, the houses and the house furnishings, will not fight the war. They are merely auxiliary. But we must make new things; we must create new products; and they must be paid for, but not with that accumulated wealth. We cannot do it that way. They must be paid for with current savings.

Current Savings Will Win

If it was apparent at all last winter that we could not fight this war and continue living in comfort and luxury, commanding labor as we had commanded it, it is as clear as a bell now that we cannot do so. We must accept this philosophy, that we should help the Government by getting out of the Government's way, and by contributing to the Government that purchasing power which it must have for this perfectly huge task, a task that we have not begun to measure.

A Hundred Million Victories

To win the war we should at once have a hundred million victories on the part of a hundred million people. We are each of us going to have our victory over selfishness, over individualism; we are going to conquer, and we are going to develop a patriotism that will make us better citizens after the war than we were before. And it is because of these hundred million victories that we know we will have—we are having them right along—that we can look without apprehension to the future of America. It is in that hundred million victories that we are going to be reborn, members of the greatest democracy that the world has ever seen.

NATIONAL PRIZE CONTEST FOR TEACHERS

The National Board for Historical Service, Washington, D.C., has reported the results of a prize competition for the best essay by teachers in elementary schools on the subject "Why the United States is at War." Contests were organized in sixteen states, and the essays which received first prizes in the state contests were admitted to the national contest. The national prize of $75 was awarded to Mr. William T. Miller, Roslindale, Massachusetts. The contestants ranking second and third were Miss Ethel Ray Egan, Greenfield, Ind., and Miss Anne Devany, Minneapolis, Minn.

Announcement will later be made of the final outcome in the parallel contests organized for high school teachers.

FOOD AND THE SCHOOLS

Food Administration Asks Schools to Help Carry on Year's Program

The United States Food Administration, like the other governmental agencies for winning the war, early sought the cooperation of the schools in reaching the homes of the people. During the past year it has felt its way largely by responding to requests from the schools themselves until the year's program, viewed in retrospect, takes on a definiteness not foreseen at the start. It is possible, as a result of this experience, to announce at the beginning of the school year the main outline of what the schools will be asked to do to help and to offer distinct and definite aid in doing so.

Program of the Past Year

The program of the coming year will be a continuation and expansion of that of the past year. The first service that the schools were called upon to render was to aid in getting every household to sign the home-card, pledging conformity to the regulations to be adopted by the Food Administration. Probably no better scheme could have been devised for winning the thoughtful attention of school children to the great idea of food saving than this one of setting them to work appealing to their elders to join the movement.

The next step looked toward more direct coöperation. A course of study entitled "The Ten Lessons" was arranged for use of summer schools in 1917. Then outlines of courses for educational institutions admitting women students were prepared. Forty thousand students enrolled in these courses. To administer this educational work the Collegiate Section was established in the Food Administration, with Dean Olin Templin of the University of Kansas as director. Under his direction three courses were arranged and outlines for each were sent out weekly to the institutions. The first course gave the important facts in the world food situation. The second dealt with the principles and problems of nutrition. The third was a laboratory course in conservation, selection, and preparation of food. A certificate countersigned by Mr. Hoover was granted to each of the twenty thousand students who completed the courses, and the holder was commended to Federal Food Administrators for any appropriate service.

N. E. A. Endorses Work

The work in the colleges soon brought a request from the high schools for similar courses. The Collegiate Section was averse to accepting such a large order, but finally decided to respond to the demand. This decision had hardly been reached when the National Education Commission on the Emergency in Education passed a resolution urging the Food Administration to undertake the task of providing information in printed form to be distributed in the public schools. The National Education Association, at its annual meeting in Pittsburgh, adopted a resolution of similar import. This resolution, following closely that of the N. E. A. Commission, is as follows: "The Association recommends that the United States Food Administration prepare in a form suitable for use in public schools, and particularly in the upper grades, lessons and material supplementary to existing courses, which will promote the program of food conservation. It is further recommended that the Food Administration call to its assistance representative school authorities familiar with the capacities of children of the different grades, to constitute an advisory council for the F od Administration in the preparation of material designed for school use." An advisory council of forty educators, chiefly specialists in household arts and school administrators, representing all parts of the country, with Principal William Bishop Owen of the Chicago Normal College as Chairman, was appointed. This council will be consulted as to all questions of policy in dealing with the schools.

Coming Year's Program

The Food Administration asks the schools of America to coöperate in carrying out its program for the year. To make such coöperation intelligent, definite, and directed toward common ends, it has planned a series of books and manuals embodying the facts and ideas which underlie the action of the Food Administration itself. The preparation of these books has been committed to competent specialists in food values and food preparation and to experienced authors of school textbooks. The first purpose of these books is to help win the war, but they contain the information and the principles underlying a program of food education. The series consists of five books,—one for colleges; two for the high schools and upper grades; two for the elementary schools; one for the grammar and one for the primary grades.

The textbook for college use is entitled, "Food and the War, a Textbook for College Classes." It was prepared by Katharine Blunt, Ph.D., Associate Professor of Food Chemistry in the University of Chicago, and Elizabeth C. Sprague, Professor of Home Economics, University of Kansas, assisted by others. It is published by the Houghton-Mifflin Company, at the price of seventy-five cents. There are sixteen chapters, which discuss respectively: the world food situation; the composition and functions of food; the fuel value of food; the fuel needs of the body; protein, its sources and importance in the diet; the meat situation; protein-rich foods used in place of meat; fats and oils, their value and use; the unique importance of wheat; flour and bread, and wheat substitutes; sugar; the value of milk; vegetables and fruits; suggestions for an adequate diet, infants' and children's diet; food and the community; work for food conservation.

There are two textbooks for high schools and the general public. The first bears the title, "Food Guide for War Service at Home." It was written by Katharine Blunt, of the University of Chicago, Frances L. Swain, of the Chicago Normal School, and Florence Powdermaker, of the United States Department of Agriculture. It contains chapters on the wheat situation; the war-time importance of wheat and other cereals; war-bread; the meat situation; fats; sugar; milk—for the nation's health; vegetables and fruits. This little volume is designed for use in high schools and for the general public. It is published by Charles Scribner's Sons. The price, it has been agreed, shall not exceed twenty-five cents. It is hoped that all high schools of the country will make use of it in their lessons on the war. A laboratory manual is in process of publication designed for high school classes in food preparation.

The food program is to be presented to the pupils of the elementary schools also. Miss Eva March Tappan is preparing a book for the grammar grades, and Miss Katharine Elizabeth Dopp is doing the like for the primary grades. Further notice of these books will appear in National School Service.

The Food Administration frankly asks the schools to adopt and use the books it has provided. It invites the coöperation of all supervisors and teachers. "The publication of National School Service," says the chairman of the Advisory Council, "affords an unusual medium of communication which will be utilized throughout the year as a means of bringing to the schools whatever additional information the Food Administration wishes to get to the schools. The files of the journal will serve as a record of this coöperation and a guide to the developing program. Read every issue for food information and the food program."

AMERICA'S LIBERTY LOANS

First Liberty Loan, June, 1917

Amount asked	$2,000,000,000
Amount subscribed	3,035,226,850
Amount accepted	2,000,000,000
Number of subscribers	4,500,000

Second Liberty Loan, November, 1917

Amount asked	$3,000,000,000
Amount subscribed	4,617,532,300
Amount accepted	3,808,766,150
Number of subscribers	9,400,000

Third Liberty Loan, April, 1918

Amount asked	$3,000,000,000
Amount subscribed (Full amount accepted.)	4,176,516,850
Number of subscribers	17,000,000

Summary

Amount asked	$8,000,000,000
Amount subscribed	11,829,276,000
Amount accepted	9,985,283,000
Number of subscribers	30,900,000

The campaign for the Fourth Liberty Loan for five billion dollars will begin September 28, 1918, and close October 19.

National School Service

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A NEW EDUCATIONAL AGENCY

The Committee on Public Information was established by the President's order eight days after war was declared. It was charged with a great constructive work in making clear to the nation all that was involved in the issues at stake in this war, and in making known by every agency all that should be known of our efforts in the war. By consistent effort in this positive field it has dispelled the misapprehension that its functions were those of censorship and repression. Every means that makes for publicity and enlightenment and education has been utilized, and the activity of every other responsible patriotic agency has been encouraged and supported. The lecture platform, the press, pamphlets, pictures, cables and wireless, films, posters, and schools have been mobilized both here and abroad for the presentation of America's cause and aims, to our own people and to the world.

The task was not an easy one in a great country of a hundred million people. New avenues and agencies had to be create. and old ones enlisted in behalf of new tasks. Many things had to be tried that were novel and hitherto beyond the assigned duties of any existing governmental department. Those that proved effective were retained and developed. Methods that did not yield results were cast aside. Whatever the final judgment may be as to results, the Committee may not claim all the credit of its achievements, for these have been made possible by the aid and support of scholars, writers, teachers, speakers, men in public life, and literally tens of thousands of private citizens who have generously and patriotically enlisted in its service as the best way in which they could serve their country.

The teachers and the schools and the colleges were among the first agencies to which the Committee turned when it established the division of Civic and Educational Publications. The plan for a bulletin to the teachers was an early and cherished plan. As more and more of the governmental agencies developed their programs and appealed for the support of the schools, and through them of the homes, the wisdom of unifying and harmonizing this work became a necessary step in the protection of the schools and the effectiveness of their aid in the national crisis. The resolutions of the educational bodies published in this issue, and the conferences held by Government representatives in Washington, have led the Committee, despite its limited funds and many activities, to accept the responsibility and burden of seeking to carry into every school in the land, in some unified, usable way, the lessons of the war and the program for the schools of the many national agencies responsible for the conduct of the war.

Dealing as the teacher does with children, she has more often thought of her labors as a service to the future. She is now by a great emergency brought the opportunity to serve not less the future but more definitely the present for the sake of that future. It is a great responsibility and a great opportunity. There is no doubt in my mind as to the response of the American school teacher. This bulletin is sent forth as a form of service. I am sure that it will be received in the same spirit and will be justified not only by what it is, but also by what it may enable teachers to do.

GEORGE CREEL, *Chairman.*

NATIONAL SCHOOL SERVICE

What America is to-day she owes to the public schools. What she means to her people and to the world in which she has become a greater force, is the product of the schoolroom. The one clear note that our schools have sounded is service. They have never taught, and never can teach in a great democracy, that private gain and individual excellence are the true measure of either education or success. The welfare of all has been the supreme lesson of popular education. It is the lesson and the basic lesson of the war for us. Only as each of us becomes part of a greater community can we expect success in war as in peace. The schools have taught this in the past, and the present brings them a greater opportunity to enforce their lessons. Quickened sympathies and desires for larger service have come to every man and woman, to every boy and girl. But there is now at hand something which is educationally more vital. It is the opportunity to translate these impulses into action, to become by deeds an effective part of greater things. It is the rare privilege of the teacher at this time to have in national activities a means by which the purpose of her efforts can be made real to children. War savings stamps, food and fuel economy, the Red Cross, the Liberty loan, are not intrusions on school work. They are unique opportunities to enrich and test not knowledge, but the supreme lesson of intelligent and unselfish service. It is the lesson you have always taught. The war has given you new and unexpected opportunities to link habit and conduct with the work of the classroom.

It is not the object of this periodical to carry the war into the schools. It is there already. It is not its object to carry it into the home. The millions of stars on service flags proclaim that it is there. It is not its object to make the American

COÖRDINATE GOVERNMENT ACTIVITIES IN THE SCHOOLS

The National Education Association Commission on the National Emergency in Education and Necessary Readjustment During and After the War, representing 600,000 public school teachers and the interests of approximately 22,000,000 children, and recognizing the power and influence of the teachers and the schools in training in patriotism, desires to coöperate with the Federal Government in every reasonable way to help win the war.

On account of the great variety of propagandas and activities which Federal agencies are requesting the schools to encourage and to teach, the Commission feels that the schools are not being used as economically, as wisely, and as efficiently as possible.

The Commission therefore requests that the National Council of Defense, the various Federal departments, divisions, bureaus, commissions, and committees provide at once a clearing house and coördinating agency for those propagandas and activities that they wish the schools to present; that this agency be empowered and directed to prepare this matter in a form suitable for use in the schools; that this agency be authorized to arrange these materials in the order of their priority; and further, that the materials the priority of which is thus determined be sent to the proper educational authorities of each state for final distribution.

school teacher the intellectual drill sergeant of national prejudices and vainglories and the exponent of international suspicion and envy. There can be but one supreme passion for our America; it is the passion for justice and right, for common honesty, private and national, for a world free and unfearful—a passion that will make our nation serve us and serve the world for these ends and none other.

But principles and purposes do not keep sound in a vacuum nor have meaning when they are only words. If the war were not in the thought and program of the schools it should be brought there, that doing and serving might follow close on the heels of thinking and believing and hoping. Nor should any fine phrases gloss over the stern demand that is made on every teacher to know the causes of this war, the efforts of America, the dangers she confronts, and the aims she has set for attainment. No one else in the community is so singled out as a leader and center of information in these things.

The object of National School Service is to make available to the teacher this information, and the plans of the war savings, Red Cross, food and fuel administrations, and other governmental agencies seeking to enlist the support of the schools and through them of the homes. The body of information and programs supplied in this way will be regularly accompanied by special and professional suggestions for the aid of the teacher in various types of schools. The Division of Civic and Educational Publications counts itself fortunate in having already secured so many of those who will be responsible for the conduct of this publication. The advisory editorial board named in this issue and special state boards to be announced later have generously undertaken to supplement the efforts of the staff. Their aid will bring into play the counsel and experience of the teaching body of the whole nation.

A new dignity and a new importance have come to the teacher and the schools by reason of the war. Blind indeed is the teacher who does not seize thoughtfully this opportunity for greater service and new claims upon a nation's gratitude.

GUY STANTON FORD, *Director,*
Division of Civic and Educational Publications.

Either the civilian population must go short of many things to which it is accustomed in times of peace, or our armies must go short of munitions and other things indispensable to them.—LORD KITCHENER.

It is not an army that we must shape and train for war; it is a nation.—WOODROW WILSON.

COMMISSIONER OF EDUCATION GREETS TEACHERS

Yours is the most wonderful opportunity in the world. You are asked to lead in the supreme struggle democracy is making for its life. You are asked to serve in that great army behind the lines without which success for those on the firing line will be impossible or of no avail.

Your special opportunity is to serve in the work you are in. The genuinely patriotic teacher need not look far afield for war work to do; her task lies ready to her hand. There is no other group in our population so strategically situated for direct patriotic service as the teachers. No teacher need ever feel that the work she is doing at this time is not contributing to winning the war. She is not only keeping alight the torch of civilization by teaching the citizens of tomorrow; she has it within her power to mobilize the mind and spirit of America for the war tasks that confront us, thereby rendering an immediate military service surpassed in magnitude only by that of those who fight for us on our ships and in the front line trenches.

Is "war work in the schools" of permanent educational value? The answer lies largely with the individual teacher. She can, if she will, so introduce the spirit and content of the war into the fundamental school subjects, so illumine the everyday tasks of the school with the light of the great cause for which we are fighting, that these tool subjects will live as they have never lived before in the lives of children, and boys and girls will receive, from subjects once regarded as dry and unsatisfying, something of that inspiration that is the crown and glory of good teaching.

There are for us now just two tasks of supreme importance: To win the war for freedom, democracy and peace, and to fit ourselves and our children for life and citizenship in the new era which the war is bringing in. The teacher serves in both.

P. P. CLAXTON

JUNIOR FOUR MINUTE MEN CAMPAIGN

The next number of National School Service, issued September 15, will contain material for the Junior Four Minute Men Fourth Liberty Loan contest to be held under the auspices of the Four Minute Men, of the Committee on Public Information. The children should begin to prepare their essays and talks immediately upon the arrival of the special Junior Four Minute Men Fourth Liberty Loan number, because in many communities it will be desirable to hold contests early in the campaign. The Fourth Liberty Loan campaign will be held from September 28 to October 19, inclusive. Extra copies of this special number may be obtained from the State Directors of Four Minute Men.

The state directors of Four Minute Men and chairmen in more than 6,000 communities in which they are organized, will be glad to cooperate with you in every possible manner during this campaign.

Two Junior Four Minute Men contests have been held successfully during the past year: one on War Savings Stamps and one on the Third Liberty Loan. In these contests the children prepared four minute talks, or short essays, from material provided through the Four Minute Men of the Committee on Public Information. The best of these were then given by their authors at a meeting of teachers and pupils, and the winners chosen. More than thirty thousand favorable reports on these contests were received at Washington.

THE THRIFT PROGRAM

War savings in the schools is to be given constant emphasis by the Division of Education of the War Savings Committee of the Treasury Department. The following tentative thrift program has been outlined for the coming year, subject to revision as new situations arise:

September.—Distribution of a bulletin of supplementary number and arithmetic problems arranged by grades to present the importance of thrift and war savings.

October.—The emphasis on elementary lessons in thrift through supplementary problems requiring interest computations on investments in War Savings stamps.

November.—Study of the "War Savings Primer," showing the relation of saving money to saving labor and materials.

December.—The importance of thrift and buying Government securities interpreted in "Winning the War," a play for the intermediate and upper grades.

January.—The distribution of a clearing house bulletin showing successful methods and devices used in the sale of stamps, and of "Written English," containing a list of subjects on thrift with unique methods of interesting children.

February.—Use of the "Thrift Reader" to be sent free to all schools.

March.—A campaign to teach children, by the aid of the Thrift stamps and War Savings stamps, the simple facts and principles related to labor and capital.

April.—The emphasis of thrift in relation to democracy.

May.—Plans for carrying on the summer activities.

THE JUNIOR RED CROSS

Rapid Growth Accompanies War Service Activities in Past Year

The Junior Red Cross has answered the question, "What can I do to help win the war?" in such a way as to harmonize with the child's educational activities. In giving children the opportunity to render direct service to our fighting men and our associates in the war through their school work in sewing, manual training, art, and cooking, the Junior Red Cross and other agencies create a powerful motive for better school work. The recognition of their part in the war, with the responsibility placed upon them of doing their part, is a challenge too strong to be resisted. The test of their natural eagerness to be real participants in world citizenship is found in the fact that in ten months the Junior membership has grown from zero to 8,376,643.

What Juniors Have Done

Refugee garments, hospital garments and supplies, knitted articles and comfort kits, are standard Red Cross supplies that the Juniors have turned in to chapters by the hundreds of thousands, all made as part of the regular school sewing course. In school workshops boys have made Red Cross packing boxes, ten different articles of furniture for Red Cross convalescent houses, knitting needles, applicators, various pieces of workroom furniture, games, puzzles, and dozens of miscellaneous articles. Cooking classes have sent jams, jellies, and other delicacies to local camps and hospitals. Juniors have served as stenographers and packers, and several towns have bicycle messenger corps at the service of the Red Cross chapter.

Last January when the Red Cross Commission to France ordered clothing for the destitute refugees, the Junior Red Cross far more than raised its quota of 255,000 garments. More than three thousand pieces of furniture were made last year by the Juniors in school workshops for the Red Cross convalescent houses, constructed in connection with the base and general hospitals in this country.

How Funds Were Raised

School auxiliaries are to a large extent self supporting. In raising and maintaining their school funds, the Juniors have shown resourcefulness, steadfastness, and unusual powers of cooperation. Individual contributions of pennies, nickels, and dimes have been made at a tremendous sacrifice of the luxuries of childhood—the ice cream cone, the stick of gum, and the movie show. Odd jobs undertaken to earn "Red Cross quarters" run from clerking in stores, through all the gamut of domestic duties and personal service, to such ingenious capitalization of climate as "standing on the corner with an umbrella and taking people home from the car for five cents!" Entertainments, bazaars and the organized collection and sale of salvage provide valuable training in real business methods.

The New Teachers' Manual

The educational program is explained in a new teachers' manual issued by the American Red Cross. "This book of some 250 pages," according to the educational director, "is in two parts. Part I explains by charts and written descriptions the Red Cross organization and the place the school auxiliary holds in it. Part II presents definite educational activities and the program of service. In showing how Junior Red Cross activities can motivate school work it gives graded composition outlines, graded lists of library books on patriotic subjects, suggests patriotic programs and plays, and lists of games, slogans, poems, and songs, graded arithmetic lessons, Red Cross graphs and suggestions for drawing and designs. Its section on education in health includes a general health program, first aid, and home care of the sick. Directions for managing bazaars and salvage campaigns, and detailed explanations showing how to make necessary Red Cross supplies are also included in the manual."

EDUCATIONAL PROGRAM OF THE JUNIOR RED CROSS

Besides making supplies, raising funds, and giving community service, members of the Junior Red Cross will center their attention each month on some special activity. The teachers' manual, giving detailed explanations of the regular educational activities and the program of service, is announced for September. The school year's program of special activities is as follows:

September.—Formulation of plans for making contributions to the Junior Red Cross Bazaar in December.

October.—Reading and discussion of Liberty Loan letters to be distributed by the Red Cross.

November.—Writing letters to men in service by the class as a whole.

December.—Junior Four Minute Men contests on "Why you should be a Red Cross Member." The Junior Red Cross Bazaar.

January.—Co-operation of the Junior Red Cross with the Council of National Defense and the several health organizations to emphasize the necessity to preserve health.

February.—Contests in writing messages from members of the Junior Red Cross to the children in the allied countries of Europe.

March.—A campaign on sanitation in an effort to "clean up" the community.

April.—An effort, in coöperation with established agricultural agencies, to put every vacant plot of ground under cultivation.

May and June.—Red Cross exhibits, pageants, and parades—bringing together the results of the year's work.

RELIGION UNDER SHELL FIRE

There is no greater heroism than the heroism of mercy. There is no truer bravery than the bravery of tenderness. Out of the crash of nation against nation arises a Christ-like sympathy, and the insignia of its tenderness is the cross of red. It is the only remaining glow of a Christian hope. It is religion under shell fire. It is a sigh set to the music of sympathetic action. —OPIE REED.

COMMUNITY COUNCILS AND THE SCHOOLS

The School District Suggested As Suitable Unit for Organization

On February 2, 1918, the Council of National Defense, acting with the woman's committee, recommended to the several state councils of defense and state divisions of the woman's committee that they jointly organize Community Councils of Defense. It was recommended that this organization be built up by the thoroughly established county councils of defense and county divisions of the woman's committee.

The school district was suggested as a suitable though not essential unit for the organization of community councils and the schoolhouse, because it is a meeting place owned by all the people of the community, was suggested as the center.

The fundamental objects of a community council of defense are:

1. To provide a terminal organization of the council of defense system for the conduct of its work in the community.

2. To organize the entire community for war service under the council of defense and divisions of the woman's committee.

3. To enlist and maintain the enthusiasm and support of every individual in the community.

4. To strengthen and work through the existing agencies in the community.

5. To centralize and correlate the work of all organizations in the community.

To secure these objects the Council of National Defense has recommended to state and county councils of defense and divisions of the woman's committee, that a community council of defense:

1. Include in its membership every adult resident of the community.

2. Provide frequent patriotic meetings, where the members of the council not only hear patriotic addresses but themselves take an active part in the meeting.

3. Study the existing war machinery in the community.

4. Bring all existing organizations doing war work into the community council. Though their responsibility to the county, state, and national organization should not be interfered with, the endeavor should be to bring them together so that they will not work at cross purposes or duplicate each other's efforts.

The Council of National Defense appeals to school teachers to render constructive assistance in the development of Community Councils of Defense. There is hardly any part in the development of these organizations or in their work where the school teachers and the school cannot be of assistance. Where established school organizations exist, the teachers can also assist by bringing them into the Community Councils of Defense.

Full details as to the Community Council of Defense system can be obtained by application to the County Councils of Defense or to units of the Woman's Committee.

Rural Schools

PATRIOTIC SERVICE OF THE RURAL TEACHER

Nowhere in our school system has the influence of the war been more pronounced than in rural districts. The demand for greater material production has tended to draw the older pupils from the schools in order to assist in the farm work. The slender resources upon which many of the rural schools depend for support have not as yet been greatly increased by the general prosperity of the farming districts, —at least revenues have not increased proportionately to the increased cost of materials and service. Most alarming of all war influences upon education, however, is the acute shortage of qualified teachers for the rural schools. In some states more provisional certificates are now issued in one day than in a whole year under peace conditions.

Good Teaching Patriotic Service

When we pause to consider the significance of education in a democracy, and the shortage of teachers and other effects of the war upon the country schools, it is clearly apparent that the rural teacher who remains at her post and does her work well is a true patriot. Nowhere is it more essential that the line of educational defense be safeguarded and maintained than in the little outposts of learning represented by our 300,000 rural and village schools.

In general, the patriotic service of the rural teacher may be analyzed into three distinct lines:

Special War Activities of the In-School Type

By the in-school type are meant those war activities which fit in with the course of study and become a regular part of the daily class work. These may be grouped under five heads:

1. *Food.* Production and conservation—two phases. Food production is a chief national responsibility of farmers and should receive special attention in country schools.
2. *Thrift.* Including both War Saving stamps and Liberty bonds.
3. *Patriotism.* Education in patriotism, including instruction in loyalty, citizenship, and the English language; including also the Americanization of foreigners.
4. *Red Cross.* Including war service and home relief.
5. *Child Welfare.* Including instruction in health and recreation as outlined for the children's year by the Children's Bureau.

War Activities of the Out-of-School ype for Adults

These activities include the organization and development of at least one club in each rural community to serve as a means of organizing war activities for adults. In general such community work should follow the program of the woman's committee of the Council of National Defense for organizing community councils of defense in rural districts.

Regular Class Teaching

Fortunately most rural supervisors and teachers are not only providing the amount and type of daily class instruction formerly accomplished in country schools, but are so vitalizing their teaching through war motives that the regular work of rural schools has, upon the whole, vastly improved since the war began. The discussion of war activities in intermediate grades in the Intermediate Grades department offers some concrete suggestions for the redirection of school subjects through patriotic interests.

The several agencies charged with war functions have appreciated the usefulness of the schools as a means of reaching the people. Teachers and superintendents have at times been deluged with literature and requests for special service. The pressure upon rural teachers, in this connection, has been exceptionally heavy, because the country school is the most effective medium for reaching the farmers. The great need of the schools, and particularly of the rural schools at the present time, is for some coördinating agency which can so adapt and circulate all the programs and drives originated by the various Government agencies, that teachers and superintendents may meet each great war need successfully without injury to the children or neglect of the fundamental function of education. The Rural Schools department of this publication is especially designed to assist country teachers to render patriotic service. In this attempt the editors of this section, in cooperation with other official and educational agencies, will undertake:

1. To make recommendations regarding the amount and kind of direct war work to be done in the average rural school. In a succeeding number a reasonable program of war activities for country schools will be presented.
2. To offer suggestions for the development of community organizations in rural districts.
3. To show rural teachers how regular school work in arithmetic, reading, geography, history, civics, etc., can be enriched and better taught through war activities and motives.

SCHOOL MAIL BOX

Every country teacher who gets this first number should see that she receives later copies regularly and promptly. To insure safe delivery put up a mail box at the gate of your schoolhouse. Let the children help in making or in procuring this box, and connect its placing with the study of the United States postal system in the seventh and eighth grade civics class. When the mail box is in place for receiving this magazine, write to Washington and ask to have your school placed on the mailing lists for other Government publications and helps. Lists will appear in later issues.

If possible, subscribe for the best daily newspaper of national rank in your section of the country, and for one of the best weekly periodicals on world events.

THE STUDY OF THE WAR IN RURAL SCHOOLS

The war material of this publication will be found of much interest and value for study in rural schools. Some suggestions for the use of these articles and stories in regular classwork are here given:

1. Use the article on "The American Marines in France" for reading aloud at morning exercises; for reference reading in current events, geography, or history; or as supplementary reading in the upper grades. For the last named purpose, mark the article off into numbered sections and have each member of the class prepare one section to read aloud in turn to the other members of the class. In this connection some word study and spelling will be necessary. In making up a spelling list from this account, select the more common and more frequently used words rather than the technical military terms and unfamiliar French names. A key to the pronunciation of French geographical names will be found in the larger dictionaries.
2. Have the children in the intermediate and upper grades search for good war stories in the best magazines and papers, and prepare these stories to tell to the rest of the school for morning exercises or for oral language work. Be sure that the teacher approves each story before it is prepared and told.
3. Use the story of a "Loyal Little Frenchman" in the Primary Grades department of this magazine in grades one to three for story-telling by the teacher, and later for oral and written reproduction. Use it also as a basis for seatwork, having the children make paper-cuttings, free-hand imaginative drawings, or clay models of the bakeshop where Louis worked, of the loaves he made, of one of the soldiers or child refugees who passed by, and of his father's gun, cap, or canteen.
4. Have intermediate grade children write an imaginative story or an account of the experiences of an American marine in France, the tale of a refugee child, or the autobiography of a French soldier who finds new courage in the coming of the Americans.
5. If possible, secure a picture or poster of a marine in uniform to show the children.
6. If possible, invite an enlisted marine or other enlisted man from the local community to visit the school and speak to the children at morning exercises on the special duties and characteristics of the marine branch of the service. Have the older children summarize this talk and write it up as a composition exercise.

7. Have the children of all grades coöperate in preparing booklets of pictures, clippings, and original stories, articles, and poems on the marines. The best of these may later be sent to the men of the community enlisted in this branch of the service.

8. Study with care the war map in this issue to determine the line as it stood on March 21, 1918, at the beginning of the spring drive; the extreme reach of the German advance up to July 15, 1918; and the territory recovered by the Allies up to the date of the map.

9. In seventh and eighth grade geography, history, or civics classes, study the problems suggested in the article on "What Kind of a World Is Safe for Democracy?" in the Intermediate Grades section.

10. Make a study during morning exercises of the various agencies and instrumentalities of modern warfare, such as liquid fire, gas and gas masks, tanks, airplanes, observation balloons, submarines. Have the children collect pictures of these inventions from magazines and papers to display on the school bulletin board while the study is in progress.

11. Select a picture of General Foch from a current magazine or paper, and have the upper grades look up his biography and write an account of his life for their parents and for the younger children of the school.

12. Be sure to use for the first three grades of the rural school the "Thrift Lesson" and the lesson on "The Care of Shoes" found in the Primary Grades section.

Primary Grades

A NEW PAGE IN THE SCHOOL PRIMER

The children who enter school now are not like those of other Septembers. The war has affected the lives of even the youngest ones. The primary teacher asks herself how this war feeling may be utilized. To ignore the most stupendous thing in the world today is impossible.

Instruction concerning the war in the primary grades should take the form of story telling (2) observation of special days, and (3) conversational lessons on the war and the relation of children to it. Examples of each of these types of instructions are printed herewith.

STORY TELLING

Select true incidents of the war illustrating patriotism, heroism, and sacrifice. Stories centering about the action of children in France, Belgium, and other invaded countries, and those about the Red Cross dogs, carrier pigeons, and horses appeal to children of these grades. The best methods of telling stories to little children should be used. The children may occasionally retell the story as a language exercise, or they may be encouraged to tell other good stories. Children enjoy the story of "A Loyal Little Frenchman."

A Loyal Little Frenchman

Louis Raimbault was a boy who lived in a small village in France. His father was the only baker for miles around. Louis had often helped his father make the soft, powdery flour into crisp, brown loaves of bread. He had long wished that he, too, might be a baker like his father.

One August day news came that Louis' father must lay aside his baker's apron and put on the uniform of a soldier. He must go with the other able-bodied men of France to drive the Germans from the land. Before joining his regiment, he baked ovenful after ovenful of bread. He knew the women and children and old men would have none unless he made it for them, for in France all the people buy their bread at the bakeries. They do not make it in their homes. So he worked without rest or sleep until at last it came time for him to leave. After his father had gone, Louis waited on the people who came to buy bread. At the end of the first week only a few loaves remained.

"Mother," said Louis, "I can make the bread now that Papa has gone."

"No, Louis," his mother replied, "it is impossible. You are not strong enough."

"Anyway, let me try," begged little Louis. Finally his mother consented, and helped him the best she could. To the surprise of all his first baking was a success. The people of the village and of the country flocked in to buy his bread. Some of them came to see Louis at his work. Often they found him in the hot room, stripped to the waist, kneading the dough, or nimbly taking the crisp loaves from the oven on his long handled shovel.

Often his back ached and his arms were tired. But he never complained. He felt that he must do his part to help France.

Once when a neighboring town had no bread, this brave little boy did the work of two men until someone was found to replace the baker who had been called to the front.

During a great battle when hundreds of poor refugees streamed through the village, Louis worked day and night in order that the hungry people might be fed. When the battle was over and the refugees returned, they saw the great general return little Louis' salute with a smile, as he passed through the village.

When we think of saving, let us try to think of saving other usable things than food. Boys and girls in these days are so active that there is a great deal of wear and tear, especially tear, on clothing. In play at home or at school, children should take good care of their clothing.

OBSERVATION OF SPECIAL DAYS

Special days should be made the occasion for special lessons in patriotism. Even a kindergarten child can be taught that he is a little American citizen. Let "My Country," "My Flag," "My Language," be the big thoughts of the lesson.

Flag Salute for Primary Children

I give my head,
My hands,
And my heart,
To God and my country—
One country,
One language,
And one flag.

A Patriotic Exercise

This is a good time to teach the recognition of the flags of England, France, Belgium, and Italy. The materials used are small flags, pictures, blackboard drawings in colored chalk. First the teacher describes a certain flag. Then the children find and name it. After the children are familiar with the different flags the teacher may ask, "Who will be a little French boy? Find your flag and salute it." And so on with each flag. This exercise would have point during weeks when color recognition is being taught.

Flag Etiquette

The children love to play games with the flag. Teach them to hold up the flag, to keep it out of the dirt, not to destroy it, nor to throw it in the street when it is discarded.

Our Flag

I know three little sisters;
I think you know them too.
One is red, and one is white,
The other one is blue.

I know three little lessons
Three little sisters tell.
The first is love, then purity,
And truth we love so well.

TALKS ON THE WAR

The purpose of these talks is to teach children simple facts of why America went to war and what they as little Americans may do to help.

Do any of you know anyone who has gone away to be a soldier? Where did he go? Why has he gone? Why are we fighting the Germans? What did they do to our ships? Suppose a German airplane should fly over our city. What would happen to us? That is why father or brother has gone—to show them that they must not sink ships, to drive them out of the countries where they have been burning and killing.

Some Ways Little Americans Can Help

Saving pennies for Thrift stamps.

Eating less of things the soldiers and peoples of Allied countries need.

Eating less candy and other sweets.

Eating everything on the plate.

Saving waste in water, light, and fuel.

Being careful of shoes and leather. We need all we can spare for the soldiers.

Saving labor by not giving other people extra work. Helping mother and father at home.

Helping keep the city clean by not throwing paper and waste about streets.

Taking care of school books and public property.

Trying to be better boys and girls so that older folks will not be troubled or worried.

A First Lesson in Thrift

PREPARATION.—The idea of thrift may be introduced through the story of "The Ant and the Grasshopper." A language lesson about the squirrel and his preparation for winter would suggest the same idea.

PRESENTATION.—Show the children a Thrift stamp. How many have ever seen one before, or own one? When did you get it? How much did it cost? How did you get the money? Show the children a quarter. That will buy one stamp. Show them other coins which will add up to the necessary amount. Let them count out 25 pennies. Let them make combinations of coins which will add up to twenty-five cents. Who gets the money that you pay for the stamp? What does Uncle Sam do with it? Don't you want to help buy uniforms and shoes and guns for the brave soldiers? Every stamp you buy helps to do that. Do you ever have any pennies or nickels? How can you earn any? Won't you try?

Other talks will develop the War Saving stamp idea with Uncle Sam paying children for the loan of their money.

The Care of Shoes

PREPARATION.—Introduce the lesson by means of a general talk about shoes. Bring out why we need them (protection from cold and wet), what they are made of (leather). In this connection teach that the cow is the source of our leather supply and that this supply is limited, the labor required in the manufacture of shoes, why shoes wear out, and how they are repaired.

PRESENTATION.—Talk about our soldiers "over there" and their special need of good strong shoes because of their life in the trenches and their constant exposure to the weather. If the children are familiar with the story of Valley Forge make passing reference to the fact that the sufferings of Washington's soldiers were sorely aggravated by the lack of proper protection for their feet.

Explain to the class that the more shoes we wear out the less leather there will be to make shoes for the soldiers who are fighting for us. The men who work in shoe factories, moreover, ought to be able to spend most of their time making soldiers' shoes. So we must try to make our shoes last as long as possible.

Encourage the children to suggest ways in which they may make their shoes last. The following are among the suggestions which should be brought out.

1. Do not slide.
2. Do not scuff your feet.
3. Do not kick against hard objects in going up steps.
4. Do not let your shoes get wet.
5. Wear overshoes in wet or snowy weather.
6. Keep your shoes clean.
7. Have your shoes repaired as soon as they begin to wear out.
8. Have your shoes repaired again and again.

CONCLUSION.—By means of questions make sure that the pupils realize why it is particularly important to take care of shoes in war-time. Have the children go over the various ways in which they can help do this.

(Adapted from the "Outline of an Emergency Course of Instruction on the War," by Coulomb, Gerson, and McKinley.)

Just the best that you can do,
Is the service asked of you.

Intermediate Grades

WAR ACTIVITIES IN THE INTERMEDIATE GRADES

To some teachers there seems to be a conflict between the demands of the necessary emergency service and the normal work of the school. Others, with clearer vision, see that through the war activities into which the schools have been thrust a wider and richer education is possible. Such teachers try to find what habits may be formed through these activities that will be of permanent life value, what ideas or ideals may be developed, and what knowledge may be obtained. It will be an important purpose of this department to suggest answers to these questions for some of the most important types of war activity in which the schools are engaged.

Health Activities

As a result of the physical defects discovered among the men who have been called into military service, a campaign for physical betterment has been instituted as an essential part of the program for national defense. For the schools, programs of physical education have been developed. There can be no question that this work is educational in character.

With the children of the intermediate grades, the habits formed are probably more valuable than the ideas gained, though both are important. In many schools health clubs have been organized, and a system of daily reports instituted. The number of pupils who cleaned their teeth before coming to school, the number who slept with their windows open at least six inches the night before, and who slept nine hours are recorded each day. There is nothing new in this, but it has been given an added impetus by its place in the program of war activities. The boy who thought his mother nagged a fellow when she insisted on clean teeth is led, with his fellows, to see this simple act in the light of national service. Health is taken out of the field of merely personal concern, and made a duty one owes to the nation. If we are to be a strong and worthy nation, we must be strong and worthy individually. If bad teeth interfere with one's capacity to be a soldier, then it is unpatriotic to neglect the teeth. We have in the past put the emphasis on what was good for the boy. Now the stress is laid on what the boy can do for the nation of which he is proud to be a part. Here are ideas and ideals which lift the pettiest detail into dignity, and which exercise a lasting effect upon daily conduct.

Junior Red Cross Activities

In this field it is the spirit that animates the children's activity, their understanding of the reason for it, the feelings they have in its performance, that are educationally valuable. Knitting, making comfort kits, raising money by selling tinfoil, and similar activities, are not in themselves of sufficient educational importance to warrant the taking of a large amount of time from a busy school day. But time may be taken to show the children how to perform these and similar services so that they may engage in them in their spare time, and to help them appreciate the value of the service sufficiently to lead them to give out-of-school time to it. It is here that a broad conception of real service is absolutely essential to the teacher, in order that she may guide her pupils wisely. The duty of us all, men and women, boys and girls, in this emergency situation, is to perform our usual service better than we ever have before, and then to add this further service.

Children should be encouraged to work briskly and with close attention upon their regular tasks, to the end of saving time during the school day which they may devote to their Red Cross work, as well as to give a generous portion of their out-of-school time to this service. At the regular meetings of the Junior Red Cross, reports should be given and exhibitions made of what its members have done. Such reports may be presented at the school assembly, published in the school paper or the school news column of the local daily or weekly newspaper, or featured in other ways.

Conservation and Thrift

The present conservation program is engendering habits and ideals of thrift that are of inestimable value. The emphasis has been greatest upon food conservation, but it should be extended to include clothing, shoes, paper, coal, and time.

But there are other values which the intermediate grades may derive from the conservation program. The geography of the fourth grade usually gives an intro-

duction to the whole world, and that of the fifth grade deals with the United States, with an industrial emphasis or approach in each case. Practically all of this work may grow out of the interest in conservation. In addition there is necessitated much parallel work in composition and arithmetic, history and civics, industrial arts, and home making.

Why Save Sugar?

How the regular school work may be associated with the conservation program may be briefly suggested here. The saving of sugar must be one of the strongly emphasized features of this fall's campaign. In the home making or industrial arts class the questions may be raised, "Why is it important that the armies have sugar? Would it make any real difference if the people of Europe and America had no sugar at all?" To answer these questions, it is necessary to consider the simple facts as to the important food elements. What are carbohydrates, fats, and protein? Of what use is each? Are there any of them we can do without? The facts are that of all foods which it is necessary to conserve, sugar is the easiest to do without. The average use in the United States was 83 pounds per person last year; less than one hundred years ago the yearly consumption was 9 pounds. Of course sugar is a food and is burned in the body for fuel. But there are two good reasons for not eating too much sugar. If we eat a large quantity of candy in addition to already sufficient meals, we are over-eating, and our digestions may suffer in consequence. And eating sweets sometimes satisfies our feeling of hunger so that we have no appetite for our other food. This results in under-nourishment, because sugar is pure carbohydrate, with none of the other food elements which are essential to the well being of the body. But although none of us needs much sugar, it is very essential for certain purposes. By its use much of our fruit is saved from waste and preserved in a concentrated form, thus making a very valuable food product. Sugar, moreover, is especially valuable as food for the soldiers, because it burns so rapidly in the body that it gives energy more quickly than other foods. These and other valuable facts about sugar may be found in "Food Guide for War Service at Home," prepared under the direction of the United States Food Administration, and published by Charles Scribner's Sons.

Reasons for the Sugar Shortage

Why is there a sugar shortage? To answer this, we are led to a study of the sugar producing regions of the world. From what is sugar made? What is the chief area of sugar beet production? Where is sugar cane raised? Are there any other sources of sugar? What is their extent and value? Sugar, we find, is made from sugar cane, sugar beets, the sap of the maple tree, and from corn stalks. The large area of beet sugar production was in Europe. This being cut off, and our own increased beet sugar production having been inadequate to make up the deficiency, we find ourselves chiefly dependent upon cane sugar. This is produced in tropical and subtropical countries, only a small per cent of it in the United States. Ships are necessary to obtain it, and it is impossible to spare these ships to go to the sugar producing sections of the eastern hemisphere. Consequently our supply is limited in the main to Cuba and the West Indies, and we must share this supply with our associates in the war.

In gathering this and other information bearing upon the question in hand, studies must be made of the sugar producing countries, their climatic and cultural conditions, the people who engage in the work, life on a sugar plantation, lines of transportation, and cities important as transportation and manufacturing centers. The textbook is inadequate to furnish all of the information needed. Reference material must be sought. Letters must be written to ask for information. Computations of the relation of the amount available and the allotment per person afford a certain amount of arithmetical drill in review of fundamental processes. Further computation as to the total saving resulting from a small saving per person may lead to advanced work in fractions, decimals, or denominate numbers.

Similar studies may be developed for the production, consumption, and importance of wheat, pork and other meats, leather, wool, cotton, corn, paper materials, and coal. It is purposed to include some such studies in detail in future issues.

WHAT THRIFT DOES

Makes the clothes I wear.
Builds the house I live in.
Builds the free schools for my education.
Protects me from the cold in winter.
Provides the food I eat.
Gives me time to play.
Makes the stores and banks.
Makes people happy and contented.
Provides them with money.
Stamps out waste and poverty.

Just how does thrift do each of these things? Give examples. Each topic may be made the basis of a separate exercise.

VICTORY THROUGH THRIFT

1. Every teacher should know the importance of, and the correct methods of securing and selling Thrift Stamps and War Savings Stamps.

2. Every teacher should organize a War Savings Club during the first weeks of school.

3. Every rural teacher should take with her a supply of stamps in the fall and should arrange to receive an additional supply by mail.

WHAT TO DO ABOUT THE FLAG

First, have a flag.

Some schools have a flag for every school room. Others have one for the school auditorium.

Second, study the history of the flag. This is a good topic for fourth or fifth grade history. Has our flag always been as it is today? How many stars in it? How many stripes? Why? Most children know the story of Betsy Ross; all of them should. Did Betsy Ross make the first American flag?

Third, learn how the flag should be treated, and practice treating it in that manner.

Fourth, begin the day with the flag salute:

I pledge allegiance to my flag and the Republic for which it stands, one Nation, indivisible, with liberty and justice for all.

This is a suitable salute for the intermediate grades. The salute ceremony has many variations, some of them very beautiful. The following is typical: The auditorium is filled with children of the third, fourth, fifth, and sixth grades. At the rear door appears a pupil bearing the flag. A chord from the piano announces his presence. The children all rise and face the flag as it is borne down the aisle. When the standard bearer reaches the front of the room and faces the assembled children, all rise and, extending their hands in salute, pledge allegiance in concert. The flag is dipped in recognition of the salute, and then is placed in the socket where it stands or hangs through the day.

WHAT KIND OF WORLD IS SAFE FOR DEMOCRACY?

What kind of world is safe for democracy? Put the question to fifth and sixth grade pupils and let them think about it. Help their thinking by further questions: Is England safe for democracy? Is France? Is the United States? Is Russia? A sixth grade study of these countries, their people, their resources, their forms of government, and their schools, will draw upon all the geography they have to tell, and will necessitate recourse to current magazines, the daily newspapers, the encyclopedia, and any books of reference that the school library and the homes of the pupils afford. It will furnish opportunity for the best of composition work in preparing oral or written presentations of special topics for which individual pupils can gather material, and which they will give to the class. Finally, it will arouse an interest and result in a thoroughness of grasp that the routine textbook lesson could not produce. Such a study has been made in an intermediate grade, and a fuller report of it may be published in a later issue. The natural concluding question is: "What then can our boys and girls do to help make our country safe for democracy?"

The German military autocracy must disappear from the earth. On this point the whole world and the best elements of the German nation itself are agreed.

Upper Grades and High School

STUDYING THE WAR IN HIGH SCHOOLS

In the "Outline of an Emergency Course of Instruction on the War," issued by the Bureau of Education, it is suggested that all students in high schools should take up each week some specified topic for study in connection with the war.

This general plan for study of the war should be carried out in addition to the incidental references which will inevitably be made in the regular courses in history, as well as in the courses in composition, literature, civics, geography, current events, and even in the courses in sciences and foreign languages.

It will be impossible in most schools to have such courses given by the history teacher alone. Some arrangement should therefore be made by which every student will have the opportunity, not only to learn of the events which finally led to the outbreak of the war, but to know why every ounce of energy in the Nation must be enlisted that the war may have a speedy and a victorious conclusion.

The series of topics suggested provides that the account of the war itself should be preceded by an account, historical and descriptive, of the countries at war. There is a certain tendency for work of this sort to become dry and formal. In order that the interest of the students in the war story may not be lost, teachers might, for the first four or five weeks, arrange two parallel courses on alternate days. On the first day the lesson may be on the historical background. The second lesson may begin the study of the war itself, commencing with the account of the murder of the Austrian archduke. When the study of the historic background has been completed, both periods may be devoted to the study of the war.

STUDY ON THE STORY OF THE AMERICAN MARINES

The story of the "American Marines in France," telling the experiences of some of our boys on the way to the front, and in the fighting about Chateau-Thierry, gives fine materials and suggestions for war lessons. Have the story read in class. Then, on a map of the western front locate the approximate position of the unit to which the writer of the letter belonged. In the account a number of expressions are used that should be explained, if possible, by the students.

What is a *camion*, a "75," a "210," a "Minenwerfer," a "stick grenade." Why does the writer say "Hill 165," instead of giving it another sort of name? What is a "barrage?" What is meant by "infiltrating through?" How many soldiers in a battalion? In a platoon? In other military units?

Be careful, however, not to smother the vivid story as told by the soldier by too much attention to the details.

As a good exercise in English, have the boys and girls tell the story of the flight of the French refugees. Let each pupil imagine that he or she is one who has been driven from his home by the advancing Huns, and have each write his supposed experiences.

Map Work

Have the pupils make sketch maps, copying the one printed in this issue. From day to day have them mark in the advances made in each sector. When the next number of National School Service is received, a new map may be made. In this way, each boy and girl will have at the end of the school year a valuable series of maps showing the progress of the war.

THE AMERICAN'S CREED

I believe in the United States of America as a government of the people, by the people, for the people, whose just powers are derived from the consent of the governed; a democracy in a Republic; a sovereign Nation of many sovereign States; a perfect Union, one and inseparable; established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes.

I therefore believe it my duty to my country to love it, to support its Constitution, to obey its laws, to respect its flag, and to defend it against all enemies.

WILLIAM TYLER PAGE

ORIGIN AND EXPLANATION OF THE CREED

In March, 1917, the city of Baltimore, through its mayor, offered a prize of $1,000 for the best American creed. Several thousand creeds were submitted to the committee on manuscripts prior to the closing of the contest on September 14, 1917. The creed selected as the best was that written by William Tyler Page.

The explanation of the creed was prepared by Matthew Page Andrews, chairman of the committee on award.

Explanation of the Creed

The first clause, "I believe in the United States of America," is suggested by the preamble to the Constitution of the United States.

The second clause, "A government of the people, by the people, for the people," is from Daniel Webster's speech in the Senate of January 26, 1830, and Abraham Lincoln's Gettysburg speech.

"Whose just powers are derived from the consent of the governed," is from the Declaration of Independence.

"A democracy in a republic," is in substance from No. 10 of the Federalist, by Madison, and Article X of the amendments to the Constitution of the United States.

"A sovereign Nation of many sovereign states," from *E pluribus unum*, the motto on the great seal of the United States, and Article IV of the Constitution of the United States.

"A perfect Union," goes back to the preamble to the Constitution.

"One and inseparable," Webster's speech in the Senate of January 26, 1830.

"Established upon those principles of freedom, equality, justice, and humanity," from the Declaration of Independence.

"For which American patriots sacrificed their lives and fortunes," from the Declaration of Independence, and Lincoln's Gettysburg address.

"I therefore believe it is my duty to my country to love it," in substance from Edward Everett Hale's, "The Man Without a Country."

"To support its Constitution," from the oath of allegiance, section 1757 of the Revised Statutes of the United States.

"To obey its laws," from Washington's Farewell Address and from Article VI of the Constitution of the United States.

"To respect its flag," Army and Navy regulations; War Department circular on Flag Etiquette, April 14, 1917.

"And to defend it against all enemies," from the oath of allegiance, section 1757 of the Revised Statutes of the United States.

SELLING THRIFT STAMPS

One Way

"Good morning, boys and girls! Uncle Sam needs some more money this morning. When the boys went forward this morning they had to use a lot of ammunition. Besides, there were a number of uniforms badly torn when the soldiers went through the German barbed wire, and some helmets had holes shot in them, the Hun bullets just missing the soldiers underneath.

"How many stamps are we going to buy to help make everything all right again? John wants two; Mary, one.

"John, how did you get your fifty cents?"

"I worked in the provision store on Saturday."

"That's fine! Who else wants stamps?"

Another Way

"Good morning, boys and girls. Does anyone want to buy a thrift stamp? No? Very well, take out your geographies and we will continue yesterday's lesson."

Which is your way?

PRIZES FOR WAR WORK

The Philadelphia Chamber of Commerce has offered a number of prizes for war service, to be awarded in each high school in the city to that student who, in the judgment of the principal, has rendered the most efficient service during vacation. The only condition is that the work must be done under the auspices of some public organization.

THE CHILDREN'S YEAR CAMPAIGN

Saving 100,000 babies is the immediate goal of the children's year campaign of the Children's Bureau of the United States Department of Labor and the child welfare department of the woman's committee of the Council of National Defense. The campaign is being conducted through 12,874 local units of the woman's committee. If this campaign is to achieve its aim in every community, the teacher, whose influence reaches in a thousand ways into community life, must have a sympathetic understanding of the movement.

The essentials of adequate wartime protection for the children of the United States, according to the Children's Bureau program, are: the public protection of maternity and infancy, a family income sufficient to provide normal home surroundings, proper enforcement of state school attendance and child labor laws, and wholesome recreation.

The children's year program should have the intelligent support of every teacher. Through the local units of the woman's committee, or directly from the Children's Bureau, the teacher can secure the information and assistance necessary to insure complete coöperation.

AMERICAN COUNCIL ON EDUCATION

The American Council on Education representing twenty national educational associations of the country, is conducting a campaign to induce students to enter college and high school this fall. The War Department is calling for a large college enrollment in order that it may have, as a military asset, an adequate supply of material for officers, technicians, and business administrators. The council is doing all it can to help secure this enrollment.

Two hundred French women will pursue their studies in American colleges on free scholarships arranged by the council. In addition, the council is arranging for the reception of the commission of English university professors which will visit the leading educational institutions of the country during the fall and winter.

THE BOYS' WORKING RESERVE

One hundred sixty-five thousand boys in American high schools and colleges have enlisted in the Boys' Working Reserve, organized under the division of employment service of the Department of Labor. As many more boys who were not in school are actually at work on the farms.

According to a statement issued by the division of employment service, Department of Labor, the seventy-five thousand boys enrolled in the Working Reserve last year saved much food and many thousands of dollars.

Fifty-eight boys from two of the high schools of Philadelphia saved the apple crop in Adams County, Pennsylvania.

Sixty boys who lived in camp near Thompsonville, Mich., assisted in harvesting the fruit in the orchards of the Betsy River Orchard Company.

Boy workers saved a million dollars' worth of fruit in Idaho last year which, but for them, would have rotted under the trees.

Two camps of 129 boys in Arizona, hoed and thinned 2,220 acres of cotton, 85 acres of melons and 25 acres of potatoes. Approximately 25,000,000 bushels of potatoes were raised in Aroostook County, Maine, in the summer of 1917. Boys were a large factor in the harvesting of this crop.

The 330,000 youths at work or in training this season are certain to effect correspondingly large savings in food and money in their efforts to help win the war.

WAR SLIDES AND LECTURES

Descriptions unless accompanied by illustrations are hazy and indefinite. To fill the need in our schools for an adequate view of the war, a series of lectures illustrated with stereopticon slides is being prepared. This series will include lectures on (1) The Training of Soldiers in Our Cantonments, (2) Trenches and Trench Warfare, (3) Airplanes and How They Are Made, (4) The Navy at Work, (5) Building Ships, (6) On Board the Transports to France.

School superintendents and teachers will find these lectures and slides just what is needed to give their pupils an intelligent idea of what our Government is doing to win the war. Each lecture is accompanied by from 45 to 65 slides. The slides are sold at the nominal price of 15 cents each, a mimeographed copy of the accompanying lecture being furnished free to each purchaser of a set of slides. Thus the complete price of lecture and slides, which become the property of the purchaser, will vary from $6.75 to $9.75. It is not practicable to supply the slides on a rental basis. The lectures and slides will be available for use about October 1, at which time a full prospectus will be issued.

Address the Division of Civic and Educational Publications, Section A, Committee on Public Information, Washington, D. C.

FOR THE SAFETY OF OUR SOLDIERS IN FRANCE

Here is an emergency message:

The most effective material for neutralizing poison gas in gas masks is charcoal made from peach pits, apricot pits, plum pits, prune pits, cherry pits, and the shells, not the husks, of hickory nuts, walnuts, and butternuts. The Chemical Warfare Service of the U. S. Army has appealed to the Boy Scouts, to 131,000 War Savings societies, and to other children's organizations to collect these products in every community. Bags, with definite shipping instructions, will be sent to those placed in charge of this collection work and definite arrangements will be made to dispose of the pits and shells collected.

It is interesting to know that 200 peach pits are required to produce enough carbon for one gas mask respirator, and that it takes seven pounds of pits or shells to make the carbon for one gas mask.

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How the War Came to America. 32 pages. (Translations into German, Polish, Bohemian, Italian, Spanish, Swedish, Portuguese and Yiddish.

National Service Handbook. 246 pages. (15 cents.)

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American Interest in Popular Government Abroad. By E. B. Greene. 16 pages.

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The Prussian System. By F. C. Walcott, of the United States Food Administration.

Labor and the War. President Wilson's Address to the American Federation of Labor, November 12, 1917.

War Message to the Farmer. By President Wilson.

Plain Issues of the War. By Elihu Root, Ex-Secretary of State.

Ways to Serve the Nation. A Proclamation by President Wilson.

What Really Matters. By a well-known newspaper writer.

IV. Miscellaneous

Germany's Confession. A summary of the Lichnowsky Memorandum.

V. Official Bulletin

(Published daily; price, $5.00 per year.)

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U. S. Bureau of education. Division of educational extension.

JUNIOR FOUR MINUTE MEN LIBERTY LOAN NUMBER

NATIONAL School Service

PUBLISHED BY THE COMMITTEE ON PUBLIC INFORMATION

VOLUME I — WASHINGTON, D.C., SEPTEMBER 15, 1918 — NUMBER 2

PERSONAL NARRATIVE OF A SUBMARINE SINKING

How it Feels to be Torpedoed—American Heroism and the Hospitality of British Jack-Tars

To have one's ship sunk by a submarine, to suffer an aerial bombardment in London, and to experience the shelling of Paris by the great long-range guns of the Germans, all in one trip, is the fortune of few persons even in these days of perilous travel abroad. Such was the unique experience of Mr. Abner Larned of Detroit, who tells the story in an issue of the Detroit *Times*.

"It had grown to be about 5:30 in the evening," said he, in speaking of the sinking of his vessel by a submarine, "when I walked about the deck. I noticed there was a lingering glow in the western sky and against that the ships of our convoy stood out with great distinctness. That is the hour the U-boat works, for then the periscope cannot be distinguished and the ships make a splendid target against the gold of the sky.

"I shall never forget that sensation when the shock came. It came, of course, without the slightest warning. No one had seen a periscope or a U-boat, and yet the U-boat was there. We were by this time a convoy of 20 ships. Twelve of our ships had sailed across the Atlantic and had been met in mid-ocean by eight destroyers. These destroyers were distributed along our sides. We traveled in columns of three and the destroyers made a net of safety, and they wove back and forth so as to cover as much of the sea as possible. When they appeared, we felt that our days of anxiety were over and now we should certainly make our port without a doubt. Right in the midst of that feeling of safety came the crash of the torpedo. We can never forget that sensation. Believe me, you don't have any doubt about what it is. Immediately the knowledge travels straight to the center of your heart. 'They've got us!'—that is the sensation.

"All the lights went out, and I heard the noise of the passengers first rushing to their staterooms, and then tearing for the open air. That is the most horrible sound of all. As I was in my stateroom, feeling for my preserver, and getting my coat on, I thought the mob had gone crazy. There was a staircase just outside and they seemed to be tumbling down like cattle into the ship. I opened the door on the corridor with that feeling in the mind. I never had a greater surprise in my life, because the cooler heads had already taken charge of the situation. They were saying: 'Keep your heads, boys. Take your time.' Those men, in the supreme test of their lives, those young officers, the cream of our young men, were meeting that test in the way that we might expect gallant young Americans to meet it, like men and gentlemen.

"Now I want to say this, there were 2500 men, not all college graduates by any means, men from the farm, from the

(Continued on page 2)

SECRETARY McADOO ASKS CHILDREN'S HELP

To the Boys and Girls of America:

Every little girl and every little boy and every big girl and every big boy in the United States can help their Government in this great war, and help our noble sons and brothers who are fighting this war for us, by saving their money and lending every cent of it to the Government. The Government gives you a bond, or an obligation to pay the money back in full with interest. I want all of you to save to the limit and lend to the Government to the limit of your ability. I want you to make your mothers and fathers save to the limit and lend to the limit to their Government. Every girl and boy, especially every little girl and every little boy, is, or ought to be, the boss of their mothers and fathers; and I know that if you make a patriotic appeal to your mothers and fathers to save money and lend it to the Government to help our gallant soldiers and sailors who are fighting to save our liberties and our country, your mothers and fathers will listen to you and take your advice.

The future of the country concerns the boys and girls of America more than the old people of America, because the future is what you must take care of. Your seniors are trying to take care of the present in order that they may hand down to you young people unimpaired the splendid institutions of freedom and democracy which our forefathers handed down to us. Let every girl do her part; let every boy do his part; and let every mother and father do their part; and the military despotism for which the Kaiser stands will be swept away by universal liberty and triumphant democracy!

W. G. McADOO

HOME SERVICE HELPS FIGHTING MORALE

The Red Cross Appeals to Teachers to Coöperate in Aiding Families of Men in Service

Men are better fighters if they know that their home folks will not suffer in their absence. Providing for the welfare of the families of men in the service of the United States army or navy is a war responsibility, in which every American teacher can share. The Red Cross is the agency through which each community endeavors to make sure that neither sympathy nor expert advice and information shall be lacking to the family of any soldier or sailor, and that there shall be no suffering for lack of money among fighters' families.

This Red Cross activity is dependent for its effectiveness to a very great extent upon the attitude of the people in each town and county. It is dependent for success upon a general understanding that it is really the organized effort on the part of the American people to make up to the family of a fighter, as far as possible, the loss which his patriotic devotion is causing them.

The purpose of the Red Cross home service is to conserve human resources in the families of the men in service, to relieve emergency needs, to supplement government provisions for dependents, to help disabled soldiers, to supply necessary information to men in service or to their families, and to help maintain the morale of our fighting forces by safeguarding their homes in every possible way.

In a direct appeal to the teachers of the country, W. Frank Persons, director general of civilian relief for the American Red Cross, has issued the following statement:

"As representing the five thousand home service sections of the American Red Cross

2d set

already organized, may I earnestly request the coöperation of the school teachers of this country in our difficult but inspiring task. On our shoulders has been laid the responsibility for seeing that all goes well in the homes from which the men in the service have gone forth. Already over 500,000 families have turned to us for counsel or assistance.

"The problem exists not only in the large cities where organization is comparatively easy, but in industrial towns, in mining villages, on the Western plains, and in isolated mountain hamlets.

"There are three ways in which you can be of special help:

"1. Tell the home service sections about soldiers' children who are falling behind mentally or physically, or about particularly promising children who should be given special opportunities, or about children who are going to work because the family income is lowered by the man's departure.

"2. Offer your personal services to the home service sections so that you may be called upon to visit some family which may need just the kind of interest and stimulus you can give.

"3. Stimulate community interest in, and understanding of, Red Cross home service.

"The home service sections earnestly desire that *every child in the family of a soldier or sailor or marine shall have at least as good a chance for development as if the man had not gone into the service.* We ask you to help us make good this undertaking."

PERSONAL NARRATIVE OF A SUBMARINE SINKING

(Continued from page 1)

factory, from every walk of life, day laborers, all sorts and conditions of Americans, but in that 2500 I did not see a single cowardly act. I did not see a single man push another man out of the way to take his place, but I saw scores of instances of the finest kind of unselfishness and service, the finest kind of conduct that I could ask for from any men, coming from whatever social strata you please.

"The ship had been wounded mortally, and we knew it. The deck was sliding back, and we knew that the ship was going to sink; and yet those fellows were just as courteous and nice to me as though we had been in some parlor with all the evening before us. I got on the edge of the crowd and tried to put the suit on, and these fellows said, 'Here, let us help you.' With their help I got it on, but it was wrong side out. As I figured it, I would probably float downward, with my head about two feet under water. I called their attention to it, and they laughed, actually laughed, and said, 'Let's get it off.' So I got it off and put it on right.

Weird Scenes Overboard

"I looked over the side of the ship, and the scenes I saw then I can never forget. Frequently in the night I get to thinking of those things and thinking that perhaps there was something that I might have done that I didn't do to help some chap, and I feel self-condemned at the thought that I may have let some opportunity slip. Here is what I saw.

"These boys, many from the plains of Oklahoma and Texas, had never seen a lifeboat before sailing, and suddenly they were called upon to do the very skilled thing of swinging out the lifeboat on the davits, lowering the ropes, and getting the men into the boats. . . . I saw one boat go down, and the front rope gave way and spilled the men into the sea. I saw one boat launched successfully, but the boys had not been instructed and did not push away quite so quickly as they should, and their boat swung under another boat. That boat crashed down on them and they all went into the sea, probably most of them killed by the concussion. I saw a rope going past me, and every once in a while I would see some fellow slide down. By turning my flash-light I saw that the rope went into the sea. These fellows growing desperate slid down the rope. You would think a man would stay by the ship, but somehow they thought they would rather be off, and they went down to watery graves, when they would have been saved had they stayed aboard.

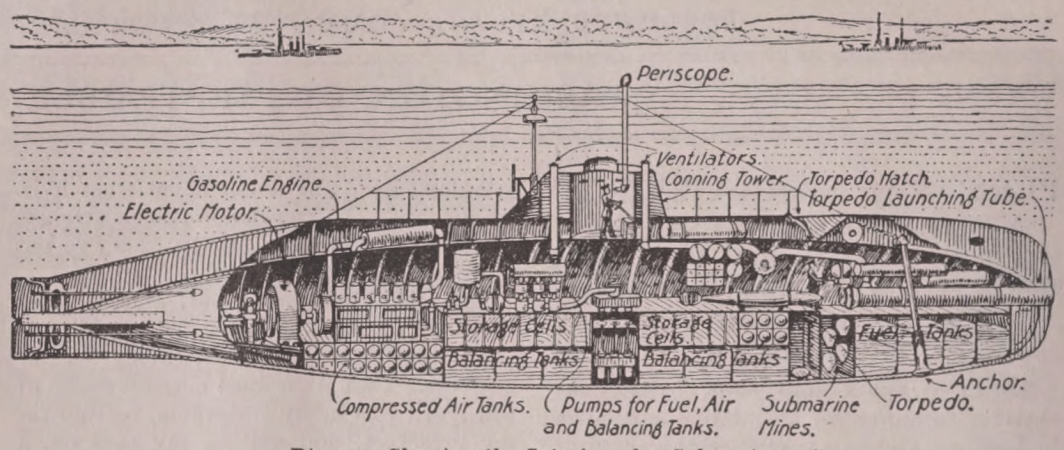

Diagram Showing the Interior of a Submarine

Rescued by a British Destroyer

"About forty minutes had elasped before any boat put back to us. Of course, as soon as we were hit every ship in the convoy went ahead as fast as it could. It would have been folly for any ship to stop. Somewhere the U-boat was lurking, and any ship would be coming back to almost certain disaster; but usually a destroyer turns back, and I looked for a destroyer. Finally off our starboard bow we saw the flashes of light and knew that someone was coming. In the meantime, our auxiliary lighting system was turned on, and it made us all nervous. It is frequently the case that the U-boat stands by and watches the boat to see if she is sinking rapidly, and perhaps to send another torpedo to make sure of it. So we were in constant apprehension of the arrival of the second torpedo. The destroyer pulled up alongside of us, ropes were passed, and she was soon filled and pulled away into the night. I was one of those left on board the sinking vessel. It was then about an hour since the explosion. These ships frequently go down in fifteen or sixteen minutes, and we could not tell when our ship was going down.

"After we had been on the ship about an hour and three-quarters, we heard a sound forward. Someone was calling, 'Are there any Hundredth Squadron men here?' We followed the voice forward, and at first we could discern nothing. While we had stood there, the three of us, talking and looking out over the sea, the crowd had all vanished. We had not observed that they had left us, but when we got forward we saw the cause.

"There we could just make out dimly the outlines of another destroyer. We had sunk so low at this time that we could step without difficulty from our deck to the deck of the destroyer. The only difficulty

First German U-Boat Captured by American Sailors

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MAR 15 1919

was in clambering up over the rail of the ship, and that was very difficult in those suits, which are weighted at the bottom to keep you right side up in the water. We clambered over the rail and grasped the cable of the destroyer just as she was pulling away from us, and were hauled aboard and given a welcome that did us good, by those Jack-Tars of Old England. They did everything in their power for us. It was a gala night with them. They had saved all sorts of people before, all the races of the earth, but never before had they had the pleasure of saving a bunch of Americans, and they made the most of the occasion.

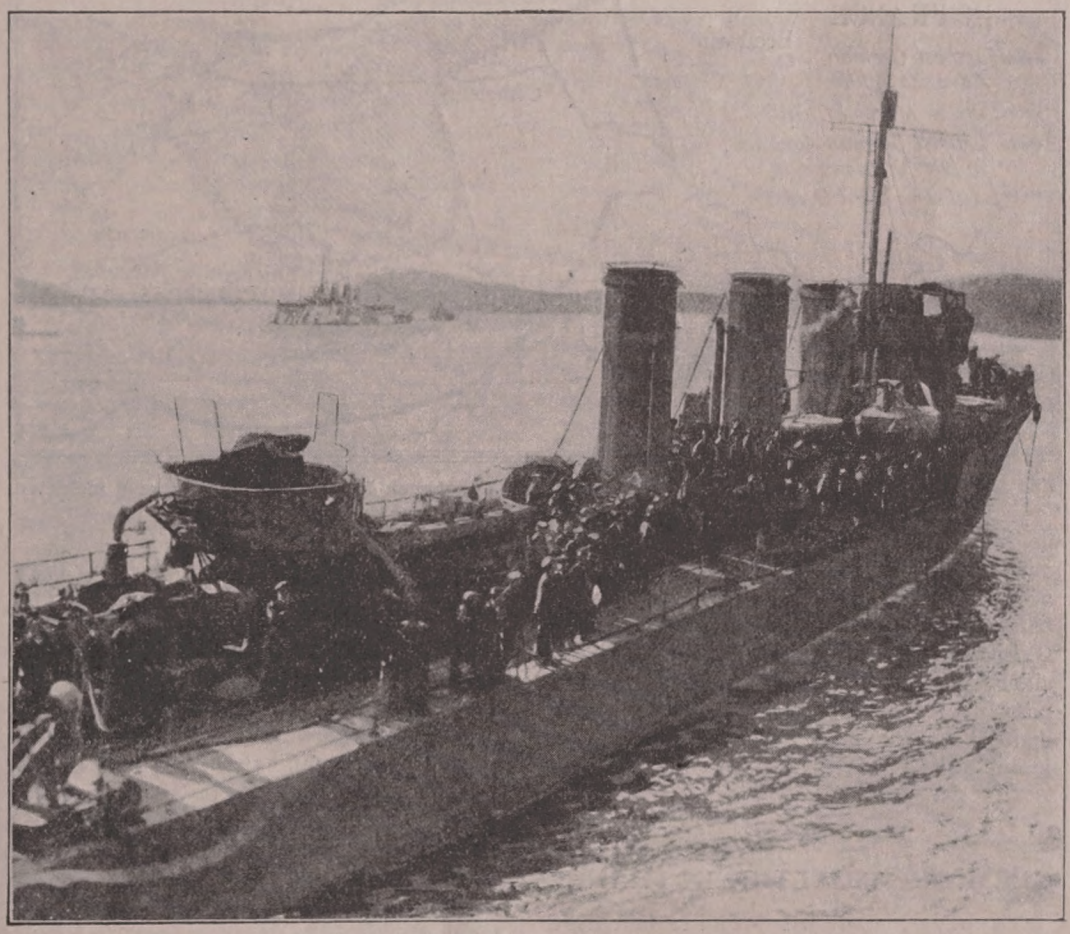
They gave us a royal welcome. We had five hours aboard that little ship that I shall never forget. We were packed in like sardines. There wasn't an inch of space anywhere, and this little destroyer was intrepid. She laid herself open to the gravest disaster, because it is the practice of the U-boat to lie in wait for just that moment when the destroyer is loaded with her freight of human beings, and is about to pull off, and then send a torpedo to crash into her side. The captain knew that, but he stood by until we were rescued, and the first thing he said to me was, 'Are there any more on there?' we climbed up the dock I guess it didn't feel good to get your feet on something solid!

"We had a three-mile walk in the rain, and got to a barracks where they were all waiting for us, all Irishmen. Then we did have a welcome. It seemed as though all Ireland was there to open her arms to those sons of Ireland who had come back."

A RUINED DOLL HOUSE

"The vast bulk of American soldiers," writes a correspondent on the American front in France, "are home men. Gentle and kindly things recalling their own homes in the West appeal to them as nothing else does, and the awful ruin of the French homes past which they have been marching mile upon mile and hour after hour has seemed more distressing to many of them than their own losses.

"They accept the ruin as inevitable, however, giving the Germans the benefit of the doubt, but when in clearing up these ruins they come upon indisputable evidence of Teutonic savagery it has a very different effect. An American showed me a doll house which had been stamped flat under a German boot with



Survivors of Torpedoed Steamship Rescued by British Destroyer

and he cruised about until he was quite satisfied he had them all.

"I cannot do enough or say enough, if I live to be a thousand years old, of the gallantry and heroism of the British tar.

Safe on Irish Soil

"After five hours of rolling and pitching in this little boat, because you know frequently their decks are all awash—they are so low down in the water—we finally landed at a port on the coast of Ireland. We were transferred to a tug, and when the dolls laid around it each with its face ground into the floor by a nailed German heel.

"There were much more horrible things in the house—things beyond description—but the American rightly picked that out as most characteristic and most dastardly. With a look on his face that would have warned any opponent to keep his distance, the American said:

" 'The next German that tries to murder me had better make sure that he makes no mistake about it.' "

ALLIES' VICTORY MONTH

Continued Successes All Along the French Front—Hindenburg Line Broken In the North

"The Allies' victory month" was a fitting title for August of 1918. It is possible that it may prove even more fitting as a designation for the present month of September.

Campaign of Movement

At the time of our former survey, the great offensive, or series of offensives, launched on July 18 by General Foch, had been in progress for something more than five weeks. The Château-Thierry pocket had been cleared, Montdidier and Albert had been redeemed from German hands, and an advance had been made on a front of 140 miles—from Rheims to beyond Lens, in Flanders—and to a maximum depth of 18 miles. The war of movement which was then under way has since continued with unabated, even accelerated, force. Some competent military critics go so far as to say that the situation is now such, thanks to Foch's brilliant generalship and the strengthening effect of American aid, that before the present season closes, the German armies will not only be forced back everywhere to the old "Hindenburg line," which they held from March, 1917, to March, 1918, but that they may even be driven out of northern France altogether.

Pierce Hindenburg Line

A comparison of the map in this issue with that printed in the former one will show where the chief gains of the past two weeks have been made. Bapaume and Noyon finally fell on August 29. On August 31, Mt. Kemmel, a strong defense in the neighborhood of Ypres which was taken by the Germans in April, was wrested from them by the British. On September 2 came one of the greatest recent victories when Queant was stormed by the British and Canadians. This forced the Germans the next night to abandon the whole of a famous "switch," or extension, of the Hindenburg line, reaching to Drocourt in the north. Not merely was the Hindenburg line itself broken, but its most important reinforcement in the north was captured as a result of this victory.

The Canal du Nord ("Northern Canal") then became the chief German defense in this region. It is here as yet a canal uncompleted and containing no water. Nevertheless it is a formidable defense, for it is 80 feet across and 60 feet deep, and its sides for the most part are granite walled, sloping slightly inward toward the bottom.

Important Allied Advances

Soon after the fall of Queant came an important advance further south through the capture of Peronne, a railroad center at the western angle of the great bend of the river Somme. This was followed, on September 6, by the taking of Ham and Chauny, equally important places still further to the south. At the time this account was written (September 9) the British and French had advanced far beyond these points, and were within five miles or less of the Hindenburg line throughout the remainder of its course. They were only

three miles from La Fere and six miles from St. Quentin; and the forest of St. Gobain, which had sheltered the monster German cannon that had shelled Paris, was under the direct fire of the Allies' guns.

Germans Retreat to Aisne

Meanwhile, French and Americans on the front from Rheims to beyond Soissons had not been idle. A series of brilliant strokes to the north of Soissons carried the French, under General Mangin, to the little river Ailette; thence they began to advance eastward, threatening to take in the rear the German army which was confronting the French and Americans on the line of the river Vesle. At the same time the latter were striking here and there, winning considerable local successes.

In the face of this twofold danger the Germans, on September 8, fell back to the river Aisne. Even here they will not be safe from General Mangin's flanking movement. It is probable that they will soon be forced back to the fortified road which runs along the ridge (the Chemin des Dames, or "Ladies' Road") between the rivers Aisne and Ailette, and even beyond to the Hindenburg line.

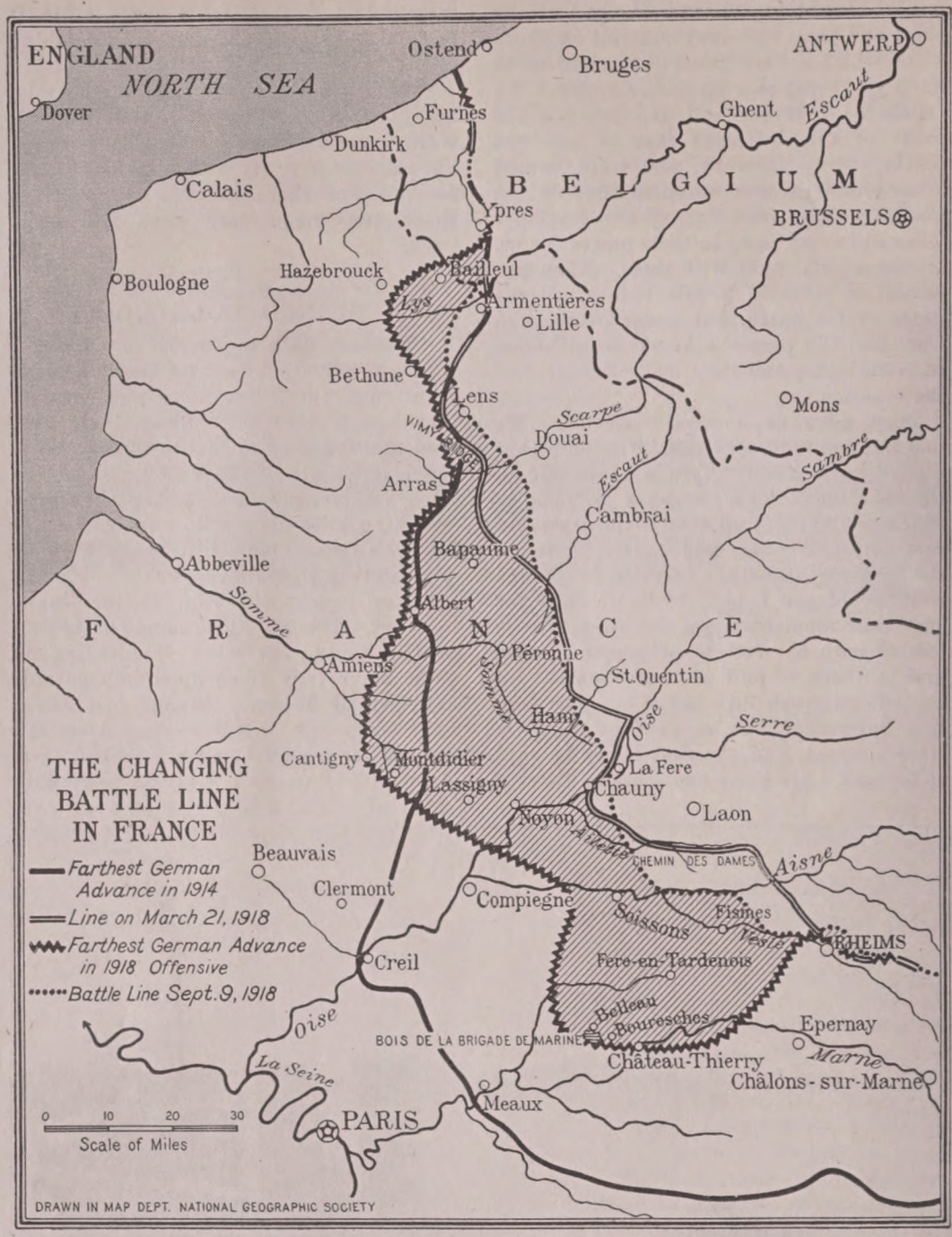
Foch's Brilliant Strategy

Thus, on a front of 150 miles the German defenses are dislocated. The extent of the disorganization may be measured by the report of certain German prisoners, taken September 2, that they had "had nothing to eat for four days." The breaking of the Queant-Drocourt line, and General Mangin's brilliant offensive north of Soissons, are the immediate factors in producing this disorganization and forcing the Germans to retreat. Accompanying these two master strokes was a whole series of lesser operations, all contributing to the same end. One of the differences between Foch's strategy and that of Ludendorff and Hindenburg was that, whereas the latter trusted mainly to great hammer strokes to break through the Allied lines by sheer power and weight, the Allied commander-in-chief employs a constant succession of blows, each small as compared to those of his antagonists, but so well coördinated and so admirably followed up as to produce with much less loss an even greater result.

Allies Maintain Initiative

Another factor in Foch's favor is his growing superiority in the number of soldiers he has available. Between March 21 and the beginning of the Allied offensive on August 18, it is calculated that the German offensives cost them 1,348,000 men, in killed, wounded, and prisoners. Even if we accept the German estimate, no doubt exaggerated, of 1,225,000 Allied losses in the same period, there remains an advantage in favor of the latter of 123,000 men. In addition there is the constant stream of American soldiers, arriving at the rate of 250,000 to 300,000 a month. It is this superiority in numbers, combined with adroit use of the mistakes made by the Germans in their ill-advised attack in the second battle of the Marne, which has given Foch the military initiative that he has so well employed.

It is reported that the prisoners taken by the Allies this summer number 150,000 and the cannon 2,200. In addition there are vast stores of German munitions captured by the Allies or destroyed by the Germans to avoid capture. When we consider these results and the change in German morale, it becomes increasingly evident that this battle of Northern France is one of the greatest battles of the war.



The area shaded by diagonal lines shows the allied gains between July 18 and September 9 inclusive. Since the latter date there have been other gains, which are not shown on this map.

GERMAN CASUALTIES IN FRANCE

Twenty bucketsful of identification tags were taken from the German dead who fell in the first week's fighting of the German drive which opened on March 21, 1918, according to a press report from Holland. These identification disks are about the size of an American quarter, and it is estimated that there must have been 370,000 in this one shipment. The German casualties of the first three weeks of the drive were estimated at 500,000. By the end of the first week in September the total German casualties in 1918, as estimated from the most reliable reports obtainable, had grown to more than a million, killed, wounded, and prisoners.

SUNDAY DINNER IN GERMANY

The extent to which the rationing of foodstuffs and other necessaries has been carried is illustrated in a humorous recipe for a Sunday dinner, published in a German paper, *Chemnitz Volksstimme*.

"Take the meat card, mix it well with the egg card, and bake it with the butter card until a healthy brown crust appears. The potato card and the vegetable card should be steamed until they are tender, and then thickened with the meal card. After-dinner coffee is prepared by boiling the coffee card and adding the sugar and milk cards to the beverage. A very succulent confection is obtained by dipping the bread card into the coffee so prepared and partaking of it in small pieces. At the conclusion of the repast, you wash your hands with the soap card and dry them upon the cloth purchase permit."

If we had not fought Germany after her false and brutal conduct, we should have been despised by all the world, even by the Germans.

THE TEACHER AND AMERICANIZATION

Local Councils of Defense Act as Correlating Agencies for Americanization

What America offers to Americans and to the world may be interpreted in part through the schools. In the evening school, where adult foreigners come to learn our language, mutual understanding and sympathy are essential to successful work. The foreign-born person must feel that the teacher is his friend. The class exercise must be a social opportunity through which he may get acquainted, not only with the teacher, but with other men and women of American birth. Foreign-born members of the class should be given a share in all classroom work, and should be made to feel responsible for their part in it. Similarly they should be made to feel responsible for the social activities which are conducted in the schoolhouse in connection with the evening school. American ideals and citizenship standards should be impressed through service at every opportunity. The opportunities and responsibilities of living under a democratic form of government should receive constant emphasis.

Instill American Spirit

In the day school, the teacher who has children of foreign parentage in her room can accomplish a great deal to instill into young Americans, whether of native or of foreign birth, a unity of thought and action which will break down the barriers which so often exist between the children of recent and those of earlier immigrant parentage. The teacher should lose no opportunity to cultivate a democratic spirit of fellowship between the children of native and those of foreign parentage. One method of arousing the respect of the native-born children for the children of foreign parentage is to give the children of foreign parentage an opportunity to tell the class about their native country as it is connected with the day's lesson. The stories of heroes sprung from races or nations represented in the class, can be told to show the contribution these leaders have made to freedom.

Teachers of both day and evening schools have a wonderful opportunity to know, and to establish friendly contact with, the homes of their foreign-born pupils. They should also keep in close touch with the leaders of clubs or fraternal organizations largely composed of foreign-born parents.

Coöperate with Local Councils

All of these things the teacher can do independently, but she can accomplish much more if she acts as one of a group. For this reason, she should become an active participant in the Americanization work planned by the local Americanization committee of the council of defense in her community. In every city where more than five hundred foreign-born reside, the several state councils of defense have been asked by the National Council of Defense, and by the Bureaus of Education and Naturalization, to act as correlating agencies for war emergency Americanization work.

The teacher should get in touch with the local committee in her community, and cooperate in every possible way in the program of Americanization. If no committee has as yet been organized, she should feel free to assist in organizing such a committee in harmony with the plans and purposes of the state council of defense.

INDUSTRIAL RESERVATION SCHOOLS

Twelve elementary schools are being organized by the government to accommodate the children on the reservations surrounding the big munitions and industrial plants. It is estimated that 15,000 children will attend these schools, and that more than 400 teachers will be employed. Five additional schools will probably be established during the coming year. These reservation schools are under the direction of the industrial service section of the Ordnance Division of the War Department.

W. G. Coburn, superintendent of the public schools, Battle Creek, Mich., has been appointed director of the new system. Under his supervision, the Ordnance Division has fixed the minimum salaries of teachers, selected the textbooks, and determined the plans for the new buildings and the equipment to be used. The twelve new schools are located on reservations as follows: Amatol, N. J.; Belcoville, N. J.; Delaware City, Del.; Tullytown, Penn.; Seven Pines, Va.; Penniman, Va.; Nitro, W. Va.; Jacksonville, Tenn.; Perryville, Md.; Brunswick, Ga.; Sheffield, Ala.; and Mussel Shoals, Ala.

MEN TO MAN NEW SHIPS

Where shall we find the officers for the merchant ships that are being built so rapidly to replace the submarine losses and to carry men, munitions, and food to France? The Government has by no means forgotten that ships without the men to run them would be useless. From July, 1917, to August, 1918, 8069 students were admitted to the 36 free navigation and marine engineering schools maintained by the United States Shipping Board, according to a statement just issued by Chairman Edward M. Hurley of the board. Each student is given six weeks' training in a navigation school and a month in an engineering school. Already 4439 students have graduated from these schools. The largest schools are in Philadelphia and New York. Large classes are maintained also in Boston, San Francisco, and Chicago. Only men who have been two years at sea are admitted. The graduates are fitted for service as deck officers and as engineer officers.

In addition to the schools for preparing officers, Chairman Hurley also reported that the board now has ten training and receiving ships in operation for the training of seamen for the merchant service. These have a total of 3125 apprentices on board. Inexperienced men are trained six weeks on these vessels before being sent to sea.

Germany not only makes war in the most savage and merciless way. She thinks war in itself a good thing, and desires it.

FLAG ETIQUETTE

By William Mather Lewis
Secretary National Committee of Patriotic Societies

The United States military regulations and other rulings give well defined statements as to the respect to be shown the flag. The most important of these follow.

When the colors are passing, the spectator, if a man, should halt if walking, arise and uncover if sitting, holding the head-dress opposite the left shoulder with the right hand; if bareheaded, he should salute with the right hand. A woman should stand at attention as the flag passes by.

When the flag flies from a stationary flag-staff it is not ordinarily saluted with the hand.

Used in decoration, the flag should not be festooned or draped, but hung flat. If the flag is hung with the stripes horizontal, the Union should be in the upper left corner. If hung perpendicularly, the Union should be in the upper right corner.

When the flag is carried in parade, or when crossed with other flags, the Stars and Stripes should always be at the right.

The law specifically forbids the use of and representation of the flag in any manner in connection with merchandise for sale.

The flag should be raised at sunrise and lowered at sunset. It should not be displayed on stormy days or, except when under fire of the enemy, left out over night. Although there is no authoritative ruling which compels civilians to lower the flag at sundown, good taste should impel them to follow the traditions of the Army and Navy in this sundown ceremonial. Primarily the flag is raised to be seen, and secondarily, the flag is something to be guarded, treasured; and so tradition holds that it shall not be menaced by the darkness. To leave the flag out at night, unattended, is regarded by some as proof of shiftlessness, or at least of carelessness.

On Memorial Day, the flag should be displayed at half-mast from sunrise until noon, and at the peak from noon until sunset. It should, on being retired, never be allowed to touch the ground.

When "The Star Spangled Banner" is played or sung, all present should stand, uncover, face towards the music, and remain standing, in silence, until the music ceases.

Applause at the conclusion of "The Star Spangled Banner" is out of place.

Worn-out and useless flags should be destroyed, preferably by burning.

A flag torn or frayed by the wind and weather should not again be hoisted until it has been repaired. This is a regulation of both the Army and the Navy and should be followed by all civilians.

Comparison of the War Savings Society figures of August 15 with those of July 15 shows:

The total number of societies organized, 127,938—an increase of 17,467.

Nebraska is in the first place, with a ratio of 184.97—the result of organization of 6421 societies during the month.

JUNIOR FOUR MINUTE MEN LIBERTY LOAN CONTEST

Leader of Four Minute Men Gives Directions for Conducting School Campaigns

TO THE TEACHERS AND SCHOOL CHILDREN OF THE UNITED STATES:

This is the third Junior Four Minute Men bulletin for school use in the United States. The subject is the Fourth Liberty Loan. Twenty-five thousand or more schools reported contests during the last loan, and these reports were of the most inspiring kind. We hope to give you some of them in future bulletins. The boys and girls of the United States thrilled and stirred people to action throughout our land. They demonstrated that they understand and appreciate what we are fighting for.

The idea of this bulletin is: America the Hope of the People of the World and What it Means to Fight for Her "Over There" and "Over Here."

How Honor Certificates are Won

Matter from this bulletin should be presented by the teacher in the way best calculated to help the pupils prepare Four Minute speeches or essays of about 400 words each. Other government literature on the Fourth Liberty Loan may be used to supplement the bulletin, and the local Liberty Loan committee or bank may be consulted for additional information.

The best of the speeches prepared in this way may be delivered at a *meeting of the whole school*, to which *parents and friends are invited, if possible*. In large schools, it will be best to hold separate contests for the higher and lower grades, or perhaps one for each grade. The winner is chosen by a committee of judges, or in some other way deemed best by the principal. Of course, there can not be more than one winner of a contest.

The Report Card sent with this bulletin is to be filled in promptly by the principal with the winner's name and other particulars, and *mailed to Washington*.

The Honor Certificate, also sent with the bulletin, is to be given to the winner, certifying that the United States Government has designated him or her a Junior Four Minute Speaker for the Fourth Liberty Loan.

Contests should be held at the most convenient time during the Liberty Loan campaign, but as near October 12, Columbus Day, as possible. Conditions vary so greatly in different places that *the details must be left to the local school authorities.*

Four Minute Men Will Help

More than 40,000 Four Minute Men, representatives of the United States Government, are using bulletins similar to this one in preparing addresses which they give in theaters and elsewhere throughout the length and breadth of this land.

If you call on our local Four Minute Men chairman, we know that he will be glad to send one of his best speakers to give a four-minute talk on this subject at any time you may suggest.

Cordially yours,
WM. H. INGERSOLL, *Director,*
Division of Four Minute Men,
Committee on Public Information.

AMERICA, THE GREAT ENTERPRISE OF THE HUMAN SPIRIT

Our Country Means Liberty, Fraternity, and Opportunity to the Peoples from Every Land

"A place where God would wipe away the tears from all faces,"—that is what America has meant, and means, to millions and millions of people. There are in our great Land of the Free over 13,000,000 people over ten years of age who were born in foreign countries—people from over fifty different nations, speaking more than fifty different languages, and of all religions and beliefs. Why did these millions and millions of people from so many countries leave their homes and travel far across the seas, often not only selling all they had to get money to come, but binding themselves with heavy debts? Why did they leave their homes and friends and all they loved to come to live with us in our America?

Three years ago, before we had entered this great war, our President greeted a meeting of these foreign-born people in Philadelphia. He said:

> You have just taken an oath of allegiance to the United States. Of allegiance to whom? Of allegiance to no one unless it be to God, certainly not of allegiance to those who temporarily represent this great Government. You have taken an oath of allegiance to a *great ideal,* to a body of principles, to a *great hope of a human race.* You have said, "We are going to America not only to make a living, not only to seek the things which it was more difficult to obtain where we were born, but *to help forward the great enterprise of the human spirit*—to let men know that everywhere in the world there are men who will cross strange oceans and go where speech is spoken which is alien to them if they can but satisfy their quest for what their spirits crave; knowing that whatever the speech, there is but one longing and utterance of the human heart, and that is for Liberty and Justice."

All the millions upon millions of men and women and boys and girls who have come to our America since first she lifted her great torch on high, and all the children who were born here, have come, as our President has said, "to help forward the great enterprise of the human spirit." What is that enterprise? What is that "hope of the human race"? What would it mean to the world if America were no more? Why do millions of people call her the "Promised Land"? Why are millions of our brothers fighting or dying for us, and dying with pride and joy?

Liberty Enlightens the World

At the gateway of our country stands Liberty, her hand held high in the heavens, and in that hand the great torch, and we say, "Liberty Is Enlightening the World." Thousands of these men and women and boys and girls fall to their knees or, stretching out their arms to America, weep with deepest joy when first they see our great Statue of Liberty with her torch lifted on high. We must never, never let that torch be stricken to the ground. That Light is God's great Light. That Light says to all the World that we believe that all people, whether they come to us from France, or Italy, or Ireland, or England, or Germany, or from other nations, whether they are rich or poor, are created *free* and *equal,* and that it is possible for people of all nations to live side by side or even in the same houses in peace and happiness.

The American Melting Pot

There is one public school in New York City where children of twenty-four nationalities study and play together in peace and harmony. In your own school there are perhaps many nationalities represented. If you are a true American, you are so big minded, so noble and so free from narrow little national bonds that you never ask, "Did that boy's parents come from Sweden, or Russia, or England, or Germany?" You ask a bigger question, "Is he a fair, square boy?" "Is she a good, honest girl?" America believes that your greatness is not given to you by your nation, or your wealth, or your parents. Your great

THE FOURTH LIBERTY LOAN

The Fourth Liberty Loan drive will open Saturday, September 28, and close Saturday, October 19. The drive is short. Everyone should be ready for it. Teachers should make certain that every schoolboy and schoolgirl in America knows just what the drive means. It means more fighting men, more ships, more guns, more ammunition, and better equipment for our fighters overseas. It means a speedier victory and a world safe for women and children.

The Government calls upon every loyal citizen to buy bonds, to loan money on gilt-edge security to help win the war. Our soldiers and sailors are doing their part. Are you ready to do yours?

ness comes from within you. It is in your character, in your power to do good in the world. We believe that a person's nobility comes from within and not from without. No one in our country can inherit or bestow a rank of nobility. If we call a man or woman "Noble," it is not because he is rich, nor because his parents have power, but because he is good and true and God-like in kindness to others. We believe this so strongly that we have established free grade schools and high schools and universities to help our boys and girls of all nationalities to become noble, intelligent men and women and to give them, as far as possible, equal opportunities for growth and development. We also have free libraries, art galleries, parks, lectures, and musical concerts, and free hospitals for those who are poor and ill.

Freedom of Worship

We believe also that all peoples of all religions should be big and generous and noble enough to live in peace and harmony side by side, and that each man and woman should be free to worship God just as his or her soul commands. We believe that Catholics, Protestants, Jews, Buddhists, and those of all other religions and creeds should be free to seek God in whatever way they wish, and that no one religion should rule over another. These are two of America's great ideals. We are not yet so noble, nor so big and full of charity in either of these respects as America means us some day to become. We must be as big as our ideals of liberty and justice.

The Consent of the Governed

We believe that no man has a right to rule over us unless we give him the right. We choose all our leaders and they make all our laws. All the rulers and the ruled are to be governed by the same laws. Even our President must obey our laws. Our President and our governors, as well as our senators and representatives, are chosen by us. If our laws are poor, if our leaders are bad, as they sometimes are, it is *our* fault, because we were not good or wise or careful enough to select better men. Our Government is as good as we are now; it will be as good as we will be in the future. *We make our Government.*

A War to Save Democracy

Now turn to Germany and you will feel what it means to be an American. Germany, or the power that rules her, does not believe in a government by the consent of the governed, but in a government by force, regardless of the consent or objections of the governed. The Kaiser calls himself the "All Highest." "Deutschland über Alles," has been his war cry. "Germany over the world," and the Kaiser over all! Our answer is, "America for the World!" If the people of Germany prefer their kind of government, let them keep it, but they must not attempt, through blood and crime, to inflict their government on other people. That is what we demand. That is why this is a war to enforce law, regardless of profit or loss to ourselves or others. We are fighting so that henceforth it will be impossible for any government to inflict itself upon weaker governments through force or military power.

LIBERTY FIELD
PROFITS FROM THIS FIELD WILL BE INVESTED IN
LIBERTY BONDS WHY NOT A LIBERTY FIELD ON EVERY FARM
Strike the Kaiser With Your Dollars-HOOSIER STOCK FARM
J.W. WESTALL
O.R. WESTFALL

This Shows the Spirit in which American Farmers Help Prosecute a War for Liberty and Justice

Must Fight for Peace

We believe also in the freedom of the press, and that people should be free to speak the truth that is within them, that only through speaking the truth can we grow as individuals or as a nation. And when our country is at peace, it is not only the legal right but the duty of each man to speak his truth. He may then with all his power oppose going to war. But when our country, which is founded on the ideals of world peace, decides it must go to war to preserve that peace, then every man and woman should abide by this decision because this decision is that of the majority of the people of our government.

We believe in Peace, but not in a Peace of Slavery. No man shall rule over us unless we give him the power. We believe in the peace of Freedom of thought, of Union and the Brotherhood of man, and of Democracy in government. These are the great fundamental principles of our government. To realize these ideals is the "hope of the human race," "the great enterprise of the human spirit,"—in which you are to help, and for which we are fighting today.

Lift High the Torch of Liberty

In 1776 men died to give this Light of Liberty to us. In 1863 men died to lift the torch still higher in the heavens. Whether that Light shall prevail depends on the outcome of this war. A bloody tyrant has lifted the iron hand of War. He is trying to tear the torch from Liberty's hand. Our laws are not yet all perfect because we are not perfect. We have not as yet used all our liberties for the benefit of our fellowmen, but we will fight till not a man or woman remains, rather than surrender all the precious liberties which it has taken the people from the whole world centuries and centuries to win for us. This is not a war of religions, nor of races, nor of nations, nor of groups of men. It is a war of *ideas*. The ideas of free men against the ideas of military tyrants or despots. We in America have more freedom than has any other country in the world. What we, the people of this self-governing nation, must do now is to preserve the liberties won through centuries, and help the people of other countries keep the liberties they have.

Honor to All Who Serve

It is in that spirit that America, the land of free men, has sent out her soldiers, who have come to our "Promised Land" from every nation in the world. These free men go forth with the holy spirit that says, "We may die, but Liberty shall never die." The liberty of the world is in danger, and so men forget to be selfish and little and mean. We are thrilled to see how people of all occupations, people with money and people without, are fighting side by side for freedom. We are finding that people are much braver and better, much nobler than we sometimes thought. Some persons are actually surprised at their own goodness, and, in serving others, they become really happy for the first time in their lives. The world is going to be a very much better place to live in after we have helped to establish forever World Peace. But our immediate duty is to win the War. We must speed up war activities to the limit. We must try to end the war at the earliest possible moment, but we must resolve to win no matter how long it takes.

Home Patriots Support Soldiers

We are proud of our gallant brave men "Over There." We are proud, too, of our patriots here; proud of our bankers who are "fighting" to keep our money safe; proud of our ministers who are "fighting" to save our liberty to worship God as we choose; proud of our business men who are "fighting" to save our industries so that our people will have work and food; proud of our housewives who are "fighting" to save food and clothing so that none may

(Continued on page 9)

National School Service

Published Twice a Month During the School Year by the Committee on Public Information, GEORGE CREEL, *Chairman*

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State Editorial Boards, each consisting of five members appointed by the State Superintendents, represent the classroom teachers of the several States.

NATIONAL SCHOOL SERVICE is intended primarily for *classroom teachers in elementary and high schools.* A supply sufficient to furnish each teacher with one copy will be sent to every school building in the United States. If for any reason a school fails to receive its allotment, the New York office of the Committee on Public Information should be notified.

This second number of NATIONAL SCHOOL SERVICE is devoted especially to the work of the Junior Four Minute Men in promoting the success of the Fourth Liberty Loan. The Division of Junior Four Minute Men of the Committee on Public Information has furnished the material concerning this organization and its work. *Between September 28 and October 19, teachers are requested to make the Fourth Liberty Loan the dominant war activity of the schools.* Numerous suggestions of means whereby the schools may aid in this campaign will be found in the various departments of this issue and of the one following.

We are sure that the call of the Red Cross for the coöperation of teachers in the work of the Home Service Sections will meet with a hearty response. This is a type of service that teachers are exceptionally well qualified to render. It is also a type of service that is intimately related to the welfare of the schools, for the Red Cross wishes particularly to safeguard the education of the children of men in the service. The Home Service Sections should be notified at once of soldiers' or sailors' children who find that they must leave school in order to help in the support of the family. Note also the request that the Sections be informed when the children of men in the service fall behind in their school work or stand in need of medical attention. Especially gratifying to teachers is the suggestion that special opportunities will be provided for the education of soldiers' and sailors' children who reveal unusual promise in their school work.

The war enterprises in which the Government asks the coöperation of teachers and pupils should be associated as closely as possible with the regular work of the schools—work which, let it be remembered, is itself of prime importance to the Nation's security and progress. NATIONAL SCHOOL SERVICE will aim to further in every practicable way this broader educational influence of the war interest and the war work. One of its chief problems, indeed, will be to suggest ways in which the interest in the war and participation in war activities may be made to give new and rich meanings to the school studies. An early number, for example, will include an article on the geography of France and Belgium, emphasizing particularly the physical features which have been important factors in the military movements. This should not only promote a better understanding of the war and a keener appreciation of the difficulties which the Americans and the Allies have had to overcome; it should also contribute something in the way of suggestions toward a more vital and meaningful treatment of other topics in geography. It is hoped that the Italian theater of war, the Murman country, and the important sections of the former Eastern front may be treated in similar articles.

IN FLANDERS' FIELDS

In Flanders' fields, the poppies grow
Between the crosses, row on row,
That mark our places; and in the sky
The larks, still bravely singing, fly,
Scarce heard amid the guns below.

We are the dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved and were loved, and now we lie
In Flanders' fields.

Take up our quarrel with the foe!
To you, from failing hands, we throw
The torch. Be yours to lift it high!
If ye break faith with us who die
We shall not sleep, tho' poppies blow
In Flanders' fields.

—*Lieut. Col. John McCrea.*

IN FLANDERS' FIELDS

In Flanders' fields the cannon boom
And fitful flashes light the gloom,
While up above, like eagles, fly
The fierce destroyers of the sky;
With stains the earth wherein you lie
Is redder than the poppy bloom,
In Flanders' fields.

Sleep on, ye brave. The shrieking shell,
The quaking trench, the startled yell,
The fury of the battle hell
Shall wake you not, for all is well.
Sleep peacefully, for all is well.
Your flaming torch aloft we bear,
With burning heart an oath we swear
To keep the faith, to fight it thru,
To crush the foe or sleep with you
In Flanders' fields.

—*C. B. Galbreath.*

TWO IDEALS OF WAR

The German Kaiser to His Troops Embarking for China, July 27, 1900.

When you face the enemy he will be beaten! No quarter will be given! No prisoners will be taken! Whoever falls into your hands, let him be at your mercy! Just as the Huns a thousand years ago, under their king, Attila, gained a reputation in virtue of which they still appear mighty in tradition and story, so may the name German be established by you in China in such manner that for a thousand years no Chinaman will ever again even dare to look askance at a German.—*Berliner Tageblatt,* July 28, 1900.

President Wilson to the National Army, September 3, 1917.

You are undertaking a great duty. The heart of the whole country is with you. The eyes of all the world will be upon you, because you are in some special sense the soldiers of freedom. Let it be your pride, therefore, to show all men, everywhere, not only what good soldiers you are, but also what good men you are, keeping yourselves fit and straight in everything and pure and clean through and through.

Let us set for ourselves a standard so high that it will be a glory to live up to it, and then let us live up to it and add a new laurel to the crown of America. My affectionate confidence goes with you in every battle and every test. God keep and guide you!

AMERICA, THE GREAT ENTERPRISE OF THE HUMAN SPIRIT

(Continued from page 7)

suffer or starve; proud of our teachers who are "fighting" for liberty of thought and the spread of truth and noble ideas; proud of our scholars, our doctors, our lawyers, our nurses, and of all those bringing light and comfort to the world; proud of our farmers who are helping to feed the world; proud of our millions of men and women laboring so faithfully in factory, office, fields, and mines; and we are proud of our elected President. All have some great work to do. Almost all are doing it well, for they are saying with our soldiers: "Liberty shall not die! Our boys and girls must be free!"

The Price of Our Freedom

To be a boy or girl in America today is the most wonderful thing in the world. These millions of lives and billions of money are being spent for you and for your children down to the end of time. Liberty must be yours. You shall be free even though your brothers and neighbors and fathers give up all that they have, their wealth, their hopes and ambitions, their families and their lives. This Republic of man's making shall live and you shall be free. Each morning every boy and girl should breathe deep and lift his head and say, "I thank God that I am American." Then he may well repeat these words:

> America is the youngest of the great nations, and she inherits all that went before in history. And I am the youngest of America's children. Into my hands is given all her priceless heritage. Mine is the whole majestic past, mine the shining future. I am an American!

The American ideal of liberty is the hope of the world. It is for that hope that we are fighting. We are calling upon our boys and girls now, not simply to sell a Liberty Bond, but to spread the truth of what it means to be bonded together for Liberty, what it means to be a true American. We want our boys and girls to put a Liberty Bond into every home, but also to be sure that every home understands what a bond for Liberty means.

We want our boys and girls to go out as crusaders carrying everywhere the true spirit of America. We want them to bind everybody to America with a Liberty Bond. Show people that you understand, that you appreciate, what Liberty means and what it means for men to die that you may remain free. You are Americans! You are free!

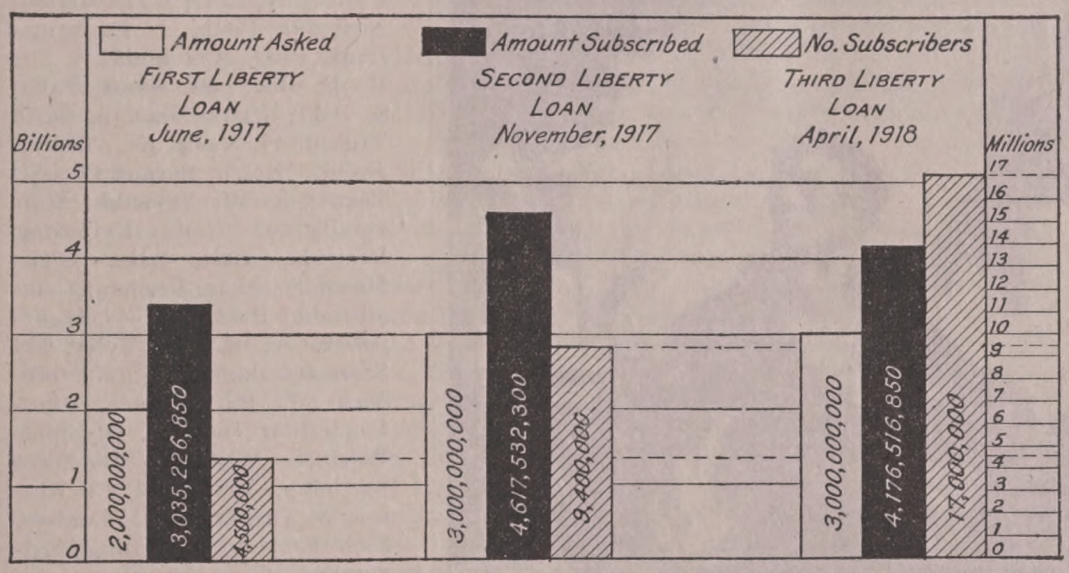
OUR LIBERTY LOANS

There never was a war like this before in all the world. We are determined there shall never be another. That is why the people of all the Allied nations lend their money gladly to hasten the end. There are now between twenty and twenty-five million liberty bond holders in the United States. Our first Liberty Loan was for $2,000,000,000. It was over-subscribed a billion dollars.

Our second Liberty Loan was over-subscribed 54 per cent.

Our third Liberty Loan was for $3,000,000,000, but 17,000,000 people wanted bonds, and so $4,170,019,650 worth of bonds were sold.

The Fourth Liberty Loan campaign will begin Saturday, September 28, and close Saturday, October 19. We will answer as we have answered before to our boys "Over There."



Amounts asked and amounts subscribed are scaled in billions of dollars. The number of subscribers is represented in units of millions

Suppose we were called upon for $6,000,000,000. This seems like a stupendous amount, and yet the resources of our banks at this time equal nearly seven times this amount.

If we lived in Germany we might well fear that the country could never pay back such sums of money. Before the war, Germany was worth $80,000,000,000. She is now in debt $30,000,000,000. America is worth about $250,000,000,000. We earn each year about $50,000,000. Our national debt, including the third Liberty Loan, is only about $12,000,000,000.

Liberty Bonds Safe Investments

United States Liberty Loan bonds are the safest, best investments in the world.

Later, when it is safe for us as a nation to give out the facts, the figures for all expenditures may be examined by any American citizen; for this is a government which belongs to the people and it is accountable to them. Now our duty is to buy Liberty Bonds and to urge all others to buy them. Our Government needs the money to buy bullets and guns, food and clothing, for our brothers and fathers who are over there fighting for our liberty, our homes, our future.

We loan to ourselves when we loan to our country.

FACTS AND FIGURES FOR JUNIOR FOUR MINUTE MEN

During the year June 29, 1917, to June 29, 1918, the War cost us $13,581,702,471.14.

A dreadnaught costs $15,000,000. To fire a large gun once costs $1,000. How many times will our school fire?

Over 1,600,000 men have been taken to Europe with a total loss of fewer than 300 lives, in spite of all the Kaiser's submarines.

The total expenditures of the United States Government from the Declaration of Independence in 1776 to 1914, for all purposes, were only $19,000,000,000.

The Boy Scouts, in the last three Liberty Loans, sold $203,169,000 worth of bonds. They reached 1,322,619 people. President Wilson said: "The service rendered by the boys has been greatly appreciated by the whole nation."

The Julia Richman High School of New York City led in the United States Second Liberty Loan school drive. It also won the United States school contest in the Third Liberty Loan by going over the top for $12,199,000. Who will win this time?

It cost from 45 to 50 cents a day to feed a soldier. It takes about 478,515,000 pounds of beef a year for an army of three million men. "Not since the Army has been in France has a single soldier had to wait a minute for a meal."—*Pershing.*

If we multiply $52 a year, or a dollar a week, by 25 million, the number of Liberty Bond subscribers we now have, we have nearly enough to keep the whole Navy going for a year. For the year 1919, $1,573,468,415.00 was recently apportioned for this purpose.

The construction of cantonments in the United States commenced June 1, 1917. In 90 days, 16 complete camp cities were ready. Each was equipped with lighting, water, sewerage, and heating systems. There were sixteen cities of 1600 buildings each, each city capable of housing 45,000 men. The total cost of these 16 complete cities was about $140,000,000.

In the Civil War the death rate from disease was 50 for each 1000 people. In our Spanish-American War it was 27 for each 1000. In the Franco-Prussian War it was for Germany 25 for each 1000. For us in this war it is eight for each 1000. This is because we help give our boys substantial food, proper recreation, and some comforts in sanitary camps.

SENATORS SEND MESSAGES TO MEN IN SERVICE

Here are some of the many inspiring messages sent to our men in service "Over There" by our United States Senators "Over Here":

Borah of Idaho.—The last few days have been proud days for all Americans. Our soldiers have revealed the American character to the world and have justified the faith we have always had in our kind of Government. That men could be taken from the vocations of a peace-loving nation and in so short a time and with such hurried training meet with such endurance, valor, and success the most thoroughly trained soldiers in the annals of war, is one of the marvels of the world.

As that splendid courage has been displayed upon the enemy's own chosen battlefields and as the news has come back laden with reports of united and individual daring, you could feel the bonds of national unity tightening and the spirit of national pride and purpose of growing stronger day by day. Please say to these soldiers that language is inadequate to express our gratitude and pride.

McCumber of North Dakota.—Assure the soldiers that five millions more are back of them in the field to make victory complete, to win reparation for all the crimes against innocent countries, to make such a hideous war evermore impossible.

Williams of Mississippi.—Tell my Mississippians that they are battling for the most precious thing in the world—civilization. I don't have to tell these Southern soldiers to remember their fathers. They cannot forget them. We are using such wisdom as we have in our poor gray heads putting down concealed enemies here while the troops fight the open enemy there.

Smoot of Utah.—You are not fighting a British, French, or American war, but a war for liberty and justice. Behind you are 30,000,000 fighting Americans ready to die in the same cause.

Owen of Oklahoma.—America is organizing herself down to the individual home in every school district to support you in the field.

Wadsworth of New York.—We are with you through thick and thin.

Gronna of North Dakota.—North Dakota is proud of all her soldiers and their unselfish sacrifice for liberty. Our undivided support and every dollar is at command for their victory. Give my greetings to all, including my son, if you happened to see him. He is a lieutenant.

Lenroot of Wisconsin.—We no longer say that we must win or will win the war, but we say we are winning. There are 4,000,000 more ready to help you drive the enemy to Berlin.

OFFICIAL LIST OF STATE DIRECTORS

Junior Four Minute Men are Urged to Consult State Leaders

The following is the official list of State Directors to whom requests for additional information and for supplies should be addressed:

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Liberty Loan Poster: A Stirring Appeal to the Foreign-born

BONDS SUPPORT SOLDIERS

It costs $65.51 for a soldier's complete summer and winter outfit. This includes three pair of shoes for home service and four for overseas. How many soldiers does your school equip?

Besides food, clothing, and shelter, privates in the United States Army get from $1 to $1.20 a day; privates in the English Army get from 35 cents to 50 cents a day; privates in the French army get from five cents to 85 cents a day; privates in the Italian Army get from two cents to four cents a day; privates in the German Army get from 10 cents to 25 cents a day. How many American Soldiers do you help pay?

Rural Schools

COMMUNITY COUNCILS IN RURAL DISTRICTS

To win the war local country communities must be effectively organized. Realizing this, various governmental agencies and voluntary organizations have developed programs for rural organization. Of these the local community councils of defense, as recommended by the Council of National Defense, seem best adapted, not only to the emergencies of the hour, but also to the permanent needs and development of country life. In the formation of these local rural councils the following procedure adapted from the program of the Council of National Defense is recommended.

How to Organize Local Community Councils

1. *Call a County War Conference.* For thoroughness and force the organization of local rural communities should be undertaken on a county basis. A county war conference of all officials in charge of the county government and organizations should first be called, the chairman of the county council of defense and the county superintendent of schools taking the initiative in this. At this conference two tasks should be accomplished. First, the entire county should be divided and mapped into sub-districts or natural communities. These natural communities will usually, though not always, coincide with school districts. Second, three or four men and women in each unorganized district, including the rural teacher usually, should be appointed to act as a local organization committee. In organized communities, existing organizations should be recognized, charged with war duties, and their officers made to constitute this committee. Prior organizations should always be used, never supplanted. To attempt new organizations in a community already organized, wastes effort and engenders antagonism.

2. *Hold a Local Organization Meeting.* When this preliminary county work has been done, the organization committee in each community, whether organized or unorganized, should arrange to hold an organization meeting or local war conference at the schoolhouse or other community center. Give motive to this initial meeting by holding it in connection with the campaign for the Fourth Liberty Loan, some time between September 28 and October 19. The "Columbus Day and Liberty Loan Rally" offers good suggestions for such a meeting. At this time make sure that the following ends are realized:

That a spirit of true patriotism and service is stimulated among both children and adults.

That the sale of Liberty Bonds is advanced.

That a permanent organization of the neighborhood for war service and community development is effected.

Communities already organized should federate their clubs into a community council, and dedicate themselves and their organizations anew to an effective yearly program of activities for winning the war and for permanent self-development. Unorganized communities should start a local community council of defense as officially recommended by the Government through the Council of National Defense.

Procedure at Organization Meeting

The procedure in organizing this local community council should be simple.

1. *Discussion.* Have a talk by a member of the county council of defense or the county woman's committee, or by the county superintendent, teacher, or local citizen, on the various kinds of war obligations the rural community should assume, making it clear that the community must be organized to discharge these obligations effectively.

2. *Organization and Officers.* After this talk encourage the audience to participate in the discussion and later to vote the organization of a community council of defense, electing three officers, a chairman, vice-chairman, and secretary-treasurer. The rural teacher may well serve as one of these officers, preferably as the secretary-treasurer. The secretary should make reports at intervals to the county council and county woman's division and should be the representative to receive such patriotic literature and directions as may be issued by the Committee on Public Information, the Council of National Defense, and other state and government agencies.

3. *Appointment of Leaders.* Because of its small membership the local community council of defense in rural districts should work as a unit, employing but few committees. A general yearly program of war activities for the community should be outlined at this meeting to give a clear comprehension of the work ahead, and individual leaders for each division of work should be appointed. The chief interests for which such leaders should be named include: food production; food conservation; thrift and bonds; Red Cross work; fuel conservation; child welfare; and patriotism and Americanization. The last topic is especially needed in rural localities that have a large foreign population. At least three of these leaders, those for food conservation, Red Cross work, and child welfare, should be women. Each leader appointed under this plan should keep the council informed of significant developments in his field, and should serve as the general director of community effort in his division, acting as chairman for the preparation of council programs on his topic.

Future Meetings and Yearly Program

Before the first or organization meeting of the community council is adjourned, the next meeting should be announced and partially planned. A general program of war activities and an interesting series of meetings for the year should also be announced. The second meeting should be held about two weeks after the organization meeting, bringing it close to Hallowe'en, and should deal chiefly with the topic: "A program of war work for our community this year." In preparing for this meeting the division leaders on food conservation, Red Cross, and the other topics named, should begin at once to read as widely as possible in their respective fields and should write to Washington and to various state and county headquarters for literature and instructions.

In average localities the community council should meet regularly every two weeks during the slack season, or as regularly as roads and weather will permit, and once a month during the busy season. Winter meetings may be held best at the school house, or other public hall, usually on Friday evenings; and summer meetings, out-of-doors at different farm homes on Saturday afternoons. Each meeting should provide for both thoughtful discussion and some wholesome entertainment, and should, above all, lead to definite coöperative action and achievement.

Permanent Rural Development Through Community Councils

Farmers are so busy and the country community so small and simple in its social structure that one all-inclusive community organization is all that a rural neighborhood can well maintain. A single live organization, like the community council here recommended, or an existing farmers' club, grange, social center, community club, parents' association, or school improvement league, may well be made to serve, therefore, as a general clearing house for all government activities connected with the war.

Even more significant than the temporary war service of such an organization are its possibilities for the permanent upbuilding of country life. It is generally agreed that most rural problems can best be met and solved through the intelligent coöperation of farmers. Every use of war interests which works to this end is realizing a double purpose and proving a real blessing to country people. Rural teachers and leaders need to keep this in mind at all times and to make sure that the great wave of enthusiasm and energy for the war which is now sweeping rural districts is so directed that it works not only toward the victorious culmination of the present struggle, but toward the highest future development of country life.

Organize your school for active work in the Fourth Liberty Loan campaign. Buying Liberty Bonds is loaning money on good security.

COLUMBUS DAY AND LIBERTY LOAN RALLY

Every true American is interested at this time in carrying the Fourth Liberty Loan away over the top. In this effort all rural teachers will wish to help, and must help, if farmers are to be sufficiently informed and aroused to take their share of this large subscription. The question now uppermost in the minds of rural teachers and supervisors is one of ways and means for rendering this service. In this connection the following suggestions from the letter of a country teacher are helpful:

"Our little school is a typical country school of twenty-five children in a district of eighteen families. Last year we tried to render patriotic service through Junior Red Cross work, the purchase of thrift stamps, gardening and canning, lessons on food conservation, and other activities worked out by the children. This year we are going a step further and attempting to mobilize our entire community, both children and adults, for winning the war. This organization of our community we expect to work out through the development of a community council of defense, as outlined and recommended by the Council of National Defense in Washington, D. C. Our first step in this direction is to be a "Columbus Day and Liberty Bond Rally" held at the schoolhouse on Friday evening, October 11."

The program for such a rally must be simple, but two ideas will stand out prominently: first, the duty of farmers to purchase bonds and support the war; and second, the necessity for the thoughtful planning and development of rural communities so that they may make their full contribution toward winning the war. Here is a suggested program:

Program for the Rally

1. The Story of Columbus and the Discovery of America. Talk by a seventh grade pupil based upon the seventh grade history of the past month. Illustrated with pictures and blackboard sketches.

2. Recitation—"Columbus." Poem by Joaquin Miller.

3. Pantomine—"The Discovery of America." By children of the first three grades. See Primary Grades section or current teachers' journals.

4. The Development of America since 1492 and Its Present Crisis. A talk by an upper grade or high school student of the community.

5. School song—"Columbia, the Gem of the Ocean."

6. The World War—What we are Fighting for and Why we Must Win. A talk by the county superintendent or a high school teacher, minister, lawyer, or leading citizen from an adjoining town.

7. How the People of this Community Can Help to Win the War. A talk by a citizen of the local district or county emphasizing the sale of Liberty Bonds.

8. Buying Bonds to Fight the Kaiser. A Junior Four Minute Speech by an older pupil of the school.

9. The Community Council of Defense —How to Organize and What to do after Organization. This talk should be given by a member of the county council of defense or the woman's county committee and should be followed by the organization of a local Community council as recommended in the following article.

10. Recitation—"In Flanders' Fields."

11. Flag Drill and The American's Creed. By all children of the school. For the creed, see NATIONAL SCHOOL SERVICE for September 1.

12. Song—"America." School children and audience.

Primary Grades

NATURAL WAR INTERESTS OF CHILDREN

One of the agencies most prone to promote the war spirit is the sand table. Children are no longer satisfied to build peace ful ditches, pleasant farms, or high mountains, as they used to do. Now trenches appear fortified by whatever accessible material may serve as cannon. Sometimes the sand dashes its waves over the edge of the table itself in a great storm created by small hands to sink an enemy ship. No form of occupation material can claim exemption from war service. Drawings of ponies and friendly cows are supplanted by galloping cavalry horses. Crayoned ships sail the ocean bringing supplies to our soldiers, while bits of folded paper floating through the air become miniature air ships. Clay cannon, bullets, and soldiers are a common sight on the modeling table. Soldier games and marching songs are called for. "Over There" seems to be known to all and is more popular than the most tuneful childish melody.

The primary teacher who is awake to her opportunities will allow this natural war interest of the children to run its course. More than that, she will follow the lead thus given her by the children themselves and will provide the mediums for its full play.

THE DOG ARMY OF FRANCE

There are four classes of dogs enlisted in the dog army of France—rat killers, Red Cross dogs, sentinels, and dispatch dogs. The last two are the most important. The sentinel dogs go into advance posts with their masters and are trained to give the alarm, by a low growl, at the approach of any other person. The dispatch dogs are used for sending orders. They are real soldiers, too. They share all the dangers of life at the front and they share, too, the "wooden cross" or military honors.

Tell the story of "The Smallest Soldier of Them All." The purpose of the story is to present to the children in the familiar, once-upon-a-time way, some interesting facts about life over there.

Have a language lesson about the dog. Show pictures of dogs. If possible, have a dog in the classroom. Show how the pouch would be fastened around his neck. Children may model dogs in clay, draw them, or cut them in paper.

THE SMALLEST SOLDIER OF THEM ALL

Mignon was her name. She was a small, fuzzy-haired little dog with round black eyes and restless tail. She could walk on her hind legs and shake hands and do other cunning tricks. And now she was a soldier of France.

She had left a very pleasant home in the country, where she was the pet of the whole household, to come to this training camp for dogs, behind the fighting line. Her new master was a kind soldier in blue, who spent much of his time patiently teaching her new tricks.

First, she had to get used to the noise of the big guns. Then she must learn to crouch close to the ground or hide in a deep hole when a shell screamed. Most important of all, she had to be taught to go swiftly from one place to another with a message in a little pouch which was tied around her neck.

One morning, before daybreak, as little Mignon was dreaming pleasantly, she heard her master's voice calling:

"Come, Mignon. You and I must fight this day for France."

With a glad little cry, she sprang up and followed him as his regiment marched to the firing line. The battle was terrible, but she never left her master's side.

At last word came that the German guns had destroyed the French telephone wires. Unless the French commander could get a message to his men on the other side of the field, the battle would be lost.

"That is easy," said Mignon's master, as he patted her head. "Here is a brave little messenger."

When the pouch with the message was securely fastened at her neck, Mignon's master whispered in her ear: "Go, little Mignon. I know you will not fail. Have I not taught you myself? Go! You fight for France!"

Off she darted. The soldiers watched her run swiftly for a few yards and then crouch as a shell exploded overhead. Once they thought she had been killed by a German gun, but when the smoke lifted they saw her far in the distance, dodging and running forward. At last she arrived safely with the precious message. The day was won for France.

Later, Mignon's regiment was paraded before the great general to be honored for bravery. And Mignon was there. She, too, received a "Cross of War." "For," said the soldiers, "if it had not been for Mignon we could not have won."

Mary, Mary, quite contrary,
How does your Thrift Card grow?
Very well, I'm glad to tell
I've sixteen in a row.

MY SOLDIER IN BLUE

I saw a soldier yesterday,
His uniform was blue.
He didn't dress at all, you see,
The way our soldiers do.

Upon his head he wore a cap,
Of black, and red, and gold.
I liked his black and shiny boots,
They made him look so bold.

I gave the soldier a salute,
The way I always do;
For Mother said that he was French
And should be honored, too.

MILK—VITAL TO THE NATION'S HEALTH

We can save wheat and meat, sugar and fats, and be none the worse for it, but we must use milk. The children of today must have it for the sake of a vigorous, hardy manhood tomorrow. A quart daily for every child, and a pint for every adult is not too high an ideal, according to the Food Guide prepared by the United States Food Administration.

As the price of milk has increased, its consumption has decreased. What can the primary teacher do to encourage the use of milk by young children? She can—

1. Hold a mother's meeting and present facts about the value of milk as food.
2. Enlist children themselves in an army of milk drinkers.

A SONG OF THRIFT STAMPS

Sing a song of Thrift stamps,
Sixteen in a row,
Take them to an agent
With nineteen cents or so;
Change them for a War stamp,
And for your energy
You'll get a crisp five-dollar bill
In nineteen twenty-three.

—*T. F. Donovan.*

LIBERTY LOAN PRIMER LESSON

Have pictures of ships, sailors, and soldiers. Let the children talk about what ships are used for now. Tell something of the dangers of travel during the war. Then place these sentences on the blackboard for a reading lesson:

This is a ship.
Who owns the ship?
Uncle Sam owns the ship.
What is the ship for?
It is to carry food to the soldiers.
Ships cost a great deal of money.
Where will Uncle Sam get the money to build ships?
We must lend him the money.
We must buy Liberty Bonds!

Show the picture of a United States soldier. These sentences may then be placed on the blackboard for a reading lesson:

This is an American soldier.
What is the soldier doing?
He is fighting for America.
Where does he get food, and guns, and bullets?
He gets them from the people of the United States.
They buy Liberty Bonds.

FIVE-YEAR-OLDS AND THE FOURTH LIBERTY LOAN

The primary school is an important factor in advertising the loan. Even young children can be taught some of the uses to which the money loaned the Government will be put—such as the purchase of ships, food, guns, and clothing.

Short, enthusiastic conversational lessons about the loan, will send the children home asking such questions as—

Daddy, have you bought a bond?
Are you going to buy one?
Will you buy one for me?
Will you buy one for sister?
Daddy, don't you think we ought to help the Government win the war?

Be sure to give a Fourth Liberty Loan poster a prominent place in the classroom.

THE SOLDIER THE CHILD'S IDEAL

The soldier is the child's ideal today. To salute the soldier is an honor. To imitate him is natural. Many valuable lessons can be taught in these habit-forming grades by using the soldier as an example.

1. Teach children to respect the man in uniform and to salute him.
2. If possible, have children recognize the uniforms of the Allied soldiers—English, French, Belgian, and Italian.
3. Stimulate interest in their own health exercises through reference to soldiers' setting up exercises.
4. Secure better standing, sitting, and walking postures, using soldiers as examples.
5. Call attention to the snap and vigor of the soldier's movements as he stands, walks, or salutes.

Intermediate Grades

LETTER WRITING IN WAR TIME

It has been said that the war is reviving the lost art of letter writing. Letters from the boys at the front are appearing in newspapers everywhere, and the mail from home is one of the great factors in the morale of the trenches. Now, therefore, is an appropriate time to stress letter writing in the composition work of every grade. From the beginning of the year, children should be led to recognize that one of their own real problems is to learn to write a really interesting letter that may help to carry a bit of home to father or brother in cantonment or somewhere in France. Published letters may well be read in class, and considered as to their interest and what it is that makes them interesting. The children should be helped to recognize incidents that will make good material for such letters. They should be given exercise in putting such incidents into interesting form.

There is a certain shyness or reserve which frequently prevents children from giving to the letter that the teacher is to read and criticise the personal touch that makes the home letter worth most. Because of this, it is often desirable that the practice work be done on imaginary letters, written to learn how, rather than on the real letters that are to be sent. Either everyday or unusual incidents may be used as the basis of these practice letters.

Excellent material for imaginary letters of the unusual incident type is afforded in the "Personal Narrative of a Submarine Sinking" on the first pages of this issue.

Suggestions for Letter Writing Based on a Submarine Sinking

1. Preparation.

I have found a letter written by a man whose ship was sunk by a submarine, which you will like to hear. As I read it to you, notice how many different interesting things it tells about.

2. Discussion.

What different points of interest did you notice? They may be something like these: When the attack was made; torpedoed in spite of convoy; how the people on board felt and acted at first; how the officers behaved getting off the sinking ship; how the destroyers came to the rescue; safe in Ireland.

Are there any parts of the letter that were so well told that you seemed to see them like pictures? Let me read you again one or two that I think make good pictures. (Read the first paragraph, describing the time of attack; the sentence beginning "We traveled in columns of three"; the two sentences, "The ship had been wounded mortally—," and "The deck was sliding back —"; and others that suggest themselves.)

Was there any part of the story that was funny? (Incident of putting on life preservers.)

Imagine you were on this ship and write a letter, not so long as this letter, telling just one or two things that you think are most interesting. We shall read our letters to the class after we write them and choose the one we should most enjoy receiving.

3. Writing and Reading Letters.

Lead the discussion to show why some letters are more interesting than others.

Silent Reading and Oral Language

The story of the Submarine Sinking may also be used for an exercise in silent reading and oral language, as follows:

1. Preparatory class discussion.

If you had a friend whose ship had been sunk by a submarine, what would you like him to tell you about it? What questions would you ask when you saw him? Put the most helpful or suggestive of the questions on the board.

2. Assignment.

I have a story here by a man who was on a ship that was sunk by a submarine.

Would you like to read it? Would you like to have some of the class read it and tell us about it tomorrow?

3. Preparation by selected children, or by the whole class if it is small, as in a country school. Silent reading.

4. Report to the class, with further discussion. The teacher may well supply interesting facts if anything noteworthy is omitted. See that the words *U-boat, convoy, destroyer, torpedo, periscope, life-preserver, life-boat, davits,* are understood by the class. Use pictures if they are obtainable. Ask the pupils to be on the lookout for other interesting letters from soldiers.

MAP EXERCISE FOR EARLY INTERMEDIATE GRADES

Use a map of the world.

Where are our boys fighting? Find France. Find America. Over what ocean do they go to reach France?

From what other countries have soldiers gone to fight in France? Find England, Italy, Portugal, Russia, India, Canada, Australia, South Africa, Belgium. Trace the journey each must take before he arrives in France.

From what countries have the armies come against whom the Allies are fighting? Find Germany, Austro-Hungary, Turkey, Bulgaria.

OUTLINES FOR FOUR MINUTE SPEECHES

1. War costs men. One million five hundred thousand of our soldiers are in France.
War costs money. We spent thirteen and a half billion dollars last year.
We can lend money if we cannot give our lives.
Every home a bond buyer.

2. What our country has done for us.
What our country needs now.
What can we do?
What will we do?
Buy a bond and help the Government to sell bonds.

3. America means liberty to all people.
Germany would put the world in bondage.
Lift high the torch of liberty.
Buy Liberty Bonds or become German bondsmen.

4. What a Liberty Bond is.
What a Liberty Bond pays.
What a Liberty Bond does.
Where you can buy a Liberty Bond.

5. America's Leadership in Democracy.
We are at war to save Democracy.
How you can help.

6. This is our war.
We must all help pay for it.
We can help by saving foods.
We can help by lending money.
The money we lend pays for our war.
Would you lend money to yourself?
Now is your chance.

See "Four Minute Men School Bulletin," Nos. 1 and 2, published by the Committee on Public Information.

HOW GIRLS HAVE EARNED MONEY TO BUY THRIFT STAMPS

Helping mother with the cooking.
Making desserts, charging members of the family five cents apiece.
Preparing berries and vegetables for drying.
Helping with canning.
Churning for mother and for the neighbors.
Washing the dishes.
Setting the table.
Washing the windows.
Cleaning porches.
Waxing floors.
Beating rugs.
Polishing silver.
Sweeping sidewalks.
Sweeping dead leaves off lawns.
Bringing in coal and wood.
Filling lamps for people who have no gas or electricity.
Splitting kindling.
Running errands.
Addressing envelopes.
Taking subscriptions for magazines.
Building fires for neighbors in winter.
Sifting ashes.
Taking care of the neighbor's baby.

CAN YOU ANSWER THESE QUESTIONS?

What is a barrage?
What does a torpedo look like?
How many men are in a brigade? A battalion? A company?
Who are our present cabinet members?
Why are submarines called U-boats?
What is chauvinism?
How may I save coal?
What does "Freedom of the Seas" mean to America, to England, to Germany?
What was our crop yield during the past year?
What is a Junker?
What revenue does the average citizen pay toward war expenses?
Who are the Anzacs? Why were they given this name?

These and hundreds of other facts needed for understanding what one reads in magazines and newspapers today are found in the "War Cyclopedia," a handbook of over 300 pages, issued by the Committee on Public Information, price 15 cents. Keep the War Cyclopedia on your reference shelf, use it yourself, and teach the children to use it.

ARITHMETIC FOR FOURTH AND FIFTH GRADES

"Facts and Figures for Junior Four Minute Men," printed in another column, may be used as a basis for some interesting problems—for example:

How many soldier boys has our town sent to the army? How much did the summer and winter outfit for our boys cost? Who paid for it? If all our boys were privates, how much would their pay for one day amount to? For a year? How much does it cost to feed our home boys for one day? For a year?

We have about 1,600,000 men in France today. What was the cost of their clothing alone? What is their pay for a month? What does it cost to feed them for one day?

We are sending over about 250,000 men each month. At this rate, how much more will it cost for the army's food and pay next month than this?

Upper Grades and High School

TEACHING THE WAR IN THE HIGH SCHOOLS

In high schools the first lessons on the war should be devoted to the explanation or description of some of the important ideas involved in the war, or the reasons why it occurred.

It is desirable at first to make sure that the pupils know the meaning of the terms Democracy and Autocracy.

Compare governments organized according to each of these ideals. The essential point is to bring out clearly that in a democracy, whether the executive be called president or king, the final source of authority lies with the whole people. In an autocracy the source of power is in the ruler, or more often, in a small privileged class.

Similarly, explain and compare the ideas of nationalism and imperialism. Point out how the development of a race consciousness has led to the desire for separate national existence on the part of the peoples of eastern and southeastern Europe, now under the rule of other races. Through discussion, bring out the dangers of an imperialistic policy as well as its advantages. Use examples from antiquity, such as Assyria, Persia, and Rome, as well as examples of modern imperialistic states.

Compare the imperialistic ideal of England with that of Germany as the latter is shown by the scheme of Pan-Germania, calling special attention to the writings of German public men.

The Second Lesson

In order to get early into the actual story of the war, and so hold the interest of the pupils, the second lesson should deal with the actual outbreak of hostilities.

Point out how the plans of Germany and Austria were seriously interfered with by the desire for national unity on the part of the Jugo-Slavs of Serbia, Bosnia, and Montenegro. This feeling threatened the creation of a strong Slav nation to the south of Austria. Call attention to the threatening attitude of

Austria and to the revolutionary plottings of Serbian sympathizers as increasing the bad feeling and distrust between the countries.

Show that the murder of the Austrian archduke, while a detestable crime, need not have brought on war. Trace the efforts to maintain peace, particularly those of Sir Edward Grey, Great Britain's foreign minister. Emphasize the fact that, although Austria waited until the last minute before moderating her demands, she finally did express a willingness to come to an agreement.

Germany, while professing a desire for peace, deliberately caused the failure of all attempts at agreement.

Later Lessons

Until the historic background of the war is completed, it is suggested that every other lesson should follow the history of the war itself. Thus Lesson III would be a discussion of Militarism, Commercialism, International Law and the Hague Conferences, and Internationalism, while Lesson IV would take up the story of the actual struggle at the end of Lesson II. The new work of Lesson IV would cover the invasion of Belgium and France, with a discussion of what finally brought about the entrance of England.

Material for use in these lessons may be found in the following publications of the Committee on Public Information: Conquest and Kultur; The War Message and the Facts Behind It; German Militarism and Its German Critics; The Study of the Great War.

CURRENT STUDY OF THE WAR

The submarine story on the first page supplies interesting material for the use of the teachers of English. Themes, based on the story, may be written from the point of view of the captain of the U-boat. The experiences of a sailor on one of the destroyers accompanying the convoy and how the boys on the other troop ships felt, will form interesting theme subjects.

In the scientific departments physical problems connected with the operation of a submarine, such as the problems connected with diving, and with the difficulties of navigating at a fixed depth below the surface, may be discussed.

The chemical problems arising from the confinement of the crew in a comparatively small, sealed air space, as well as those involving the production of dangerous gases through contact of sea water with the acid of the batteries, will also furnish subjects for brief talks to classes mature enough to profit by them.

The Advance of the Past Two Weeks

A large part of the current events period may well be devoted to a discussion of the advance of the past two weeks. Especial attention should be called to two facts connected with the advance. The first is the use of small "tanks," called "whippets," which can travel over rough ground at from twelve to fifteen miles an hour. These derive their name from a small variety of greyhound.

In the second place, it should be pointed out that the Americans and the Allies have in places reached the last high ridge of ground in the north, overlooking the plains of Flanders, and that there is good prospect that the Germans will soon be pushed back from this ridge along its whole length.

A comparison may be drawn between the former voluntary withdrawal of the Boche troops to the strongly fortified Hindenburg line and their present retreat under the pressure of the Allied attacks.

General Foch's policy of rapidly following an attack on one part of the line by a similar strong attack at another, giving the Germans time neither for rest nor for reinforcing the attacked points by the withdrawal of troops for other sectors, has had much to do with the demoralization of the Germans.

JUNIOR FOUR MINUTE MEN CONTEST

Upper grades and high schools ought to be particularly interested in the work of the Junior Four Minute Men. The contests held on the occasions of the War Savings stamp drive and the Third Liberty Loan were so successful that it has been arranged to hold a similar contest in the campaign for the Fourth Liberty Loan. A pamphlet containing suggestions, arguments, sample speeches, and outlines for other speeches has been sent to each school. If you did not receive a copy get in touch at once with the chairman of your local committee of the Council of National Defense, who will see that you are supplied with the material and help that you need.

WHAT YOUR MONEY WILL DO

One $50 bond will:

Buy 14 rifle grenades.
Buy 23 hand grenades.
Provide trench knives for a rifle company.
Buy 160 first-aid packages to dress wounds.
Buy 10 cases of surgical instruments for officers' belts.
Buy 37 cases of surgical instruments for enlisted men's belts.

One $100 bond will:

Provide 5 rifles.
Clothe a soldier.
Provide 30 rifle grenades.
Provide 45 hand grenades.
Buy 2,000 surgical needles.
Feed a soldier for eight months.

One $500 bond will supply bicycles for the headquarters company of an Infantry regiment.

One $1,000 bond will buy an X-ray apparatus or pistols for the men in a rifle company.

ORGANIZING TO SELL LIBERTY BONDS

The chief means by which teachers can arouse interest and enthusiasm in the sale of Liberty Bonds by their classes is through group competition.

There are a great many devices that may be used to this end. One plan that proved very successful as a stimulus to competition is the following:

High on the wall at the front of the assembly room is a large picture of a German airplane coming toward the observer. Stationed around the base are as many cannon as there are groups, each one shooting at the airplane. Pictures of shells of the proper size are seen making their way toward the airplane. Each shell represents a group of pupil bond sellers. As the group advances toward its quota, the shell is gradually advanced from the gun toward the airplane. The pictures should be of a size proportionate to the room. In a large assembly room the airplane might be fifteen or twenty feet across the wings.

Another plan is to have a large screen, showing the coast line of France on the right and the coast line of the United States on the left. In this case, the width of the Atlantic Ocean represents the quota to be raised, and each group is represented by the picture of a steamship which is trying to get across ahead of the steamships of the other groups.

Smaller schools may divide their students into two groups, one for each of the school colors. The Liberty Bond competition can then be organized as a color contest, just as athletic contests are often arranged.

LIBERTY BOND RALLIES

The high school or the large elementary school forms a logical center for the national interests of the community. It is the best place in which to hold rallies for the stimulation of the sale of Liberty Bonds. In every school one or two such meetings should be held in the course of the next campaign which begins September 28. On your program you should have some music furnished by the pupils, and arrange for speakers—not more than two. If you can get the services of a returned American or Allied soldier who can make a good speech, so much the better. One or two patriotic exercises by the boys and girls may be introduced. This will tend to bring out the parents. Too many children's exercises, however, will lengthen the meeting and tire those who come. This will not help the sale of bonds. A number of the pupils should be stationed at strategic points around the hall, with pencils and subscription blanks, ready to take subscriptions at the close of the meeting. The fact that subscriptions will be so taken should be announced just before the close of the exercises and the worthy ambition of the school to go "over the top" with a record sale should be emphasized. A rousing meeting, not too long, with a few speeches and plenty of stirring patriotic music, will bring a big subscription to the bonds, and greatly increase the morale of the community.

EDUCATIONAL INSTITUTIONS TRAIN SOLDIERS

When the Army needed blacksmiths, carpenters, gunsmiths, electricians, and other special workers, the Government asked the schools to train them. Under special contract, American colleges, universities, and technical schools are providing technical training for one hundred sixty thousand enlisted men from April 10, 1918, to January 1, 1919. One hundred forty-seven institutions, representing every state, are training men for the War Department at the rate of 27,000 a month, under the supervision of the committee on education and special training. The number of men trained at each institution varies from a minimum of 300 to a maximum of 15,000, the number to be trained at the University of Texas.

The program of instruction and training provides the necessary technical preparation for such workers as automobile mechanics, blacksmiths, carpenters, bench woodworkers, sheet metal workers, gunsmiths, machinists, general mechanics, concrete workers, railroad engineers and firemen, electricians, wireless constructors, and wireless operators.

COLLEGE MEN IN SERVICE

During the past year the colleges and universities of the country have contributed liberally in men and service to the support of the war. From 198 colleges and universities, according to reports made by these institutions, 44,456 students enlisted in the Army and Navy. More than 100,000 graduates and 3000 members of the faculties of these institutions entered the service. Seventy-nine colleges and universities report 297 members of their faculties on war service duty in Washington, varying in number from one from each of 33 institutions to 11 from the University of Texas, 19 from the University of Minnesota, and 22 from the University of Wisconsin. Many students, graduates, and faculty members have enlisted from institutions that have not reported.

WOMEN WORKERS IN GREAT BRITAIN

In April, 1917, the number of women directly replacing men in Great Britain was estimated at 1,256,000. More than three-fourths of them were in industrial and commercial occupations and in Government employ. In January, 1918, according to the British Labor Gazette of June, 1918, this number had increased to 1,442,000. The degree to which women replace men varies widely in different industries. In Government establishments, not including controlled establishments engaged in munitions work, they formed 36 per cent. of the total employes; in banking and finance, 24.6 per cent.; in commercial occupations, 16.9 per cent.; in engineering firms, 7.14 per cent.; and in all metal trades, 6 per cent. Many other women are engaged in work in which they replace partially, or indirectly, the men who have been withdrawn.

SEVEN REASONS FOR SAVING

Save for your country's sake, because it is now spending millions a day and must find most of the money out of savings.

Save for your own sake, because work and wages are plentiful, and, as prices are high now, a dollar will buy more after the war.

Save, because when you spend you make other people work for you, and the work of everyone is needed now to win the war.

Save, because by saving you make things cheaper for everyone, especially for those who are poorer than you.

Save, because by going without you relieve the strain on ships, docks, and railways, and make transportation cheaper and quicker.

Save, because by saving you set an example that makes it easier for the next man to save. A saving nation is an earning nation.

Save, because every time you save you help twice, first when you don't spend and again when you lend to the nation.—*The Commonwealth.*

SPEEDING SHIP PRODUCTION

The United States Shipping Board completed one year of work August 1, 1918, with a unique record of accomplishment. The year's work of the board is summarized by *Pacific Shipping Illustrated* under the head, "One Year of Hurley," as follows:

The completion of 182 steel and wooden ships, totaling 1,420,000 dead weight tons.

The laying of 790 keels.

The construction of 819 ship ways.

The increase of the ship building army from 45,000 to 250,000 men.

The lowering of ocean freight rates 25 per cent.

The addition of 118 German and Austrian owned vessels to the Allied service.

The requisitioning of 86 vessels from Holland.

The chartering of 215 neutral ships for Allied Trans-Atlantic Service.

LOAN DRIVES SELL THRIFT STAMPS

During the three Liberty Loan drives last winter, the sale of Thrift stamps increased. Children are quick to catch the enthusiasm of the hour. They want to help. As they cannot buy bonds, they do the next best thing. They buy Thrift stamps or War Savings stamps. Are your children buying stamps?

THE WAR SAVINGS CAMPAIGN IN THE SCHOOLS

Dr. George D. Strayer, Director of the School Campaign for the National War Savings Committee, reports that the essay contests which have been conducted in many school systems have resulted in the writing of the best compositions that he had ever had opportunity to read. The children were asked to write on how they saved things which were formerly wasted in order to buy War Savings stamps, or on how they earned money to buy stamps.

Here is an essay written by Charles Martis, seventh grade pupil of Omaha, Nebraska.

Thrift Stamps

"'Think twice before spending your money,' is a good slogan in these days when America is fighting to keep for us all that we hold most dear. Many times when I go past a store window and see the good things, I think again that 'Uncle Sam' needs our money more than we do.

"My grandfather, who was having his house torn down, said he needed some help, so I volunteered. Every morning of vacation days I was up bright and early and out there at eight o'clock working until five in the evening.

"I never was so glad to see snow as I was this winter. Always before, snow meant only extra good times for me. But now every time Old Mother Goose picks her ducks and chickens up in the sky and shakes down their feathers I say to myself, 'Aha!' another Thrift stamp for Uncle Sam,' grab my shovel and start out to the neighbors to shovel snow off their walks and nickels into my pockets, to be afterwards turned into ammunition for the Kaiser, our friend, and handed to him with my compliments, for I sure don't like that boy."

SAVE GARDEN SEED

Every boy and girl who has had a garden this season should, whenever possible, save seed for next year's planting. In many cases it is possible to gather beans, and peas that have become too old for eating, thus assuring a supply of good seed for next year's planting. As a rule, with limited garden areas it will not pay to grow beans, peas, sweet corn and other vegetables for the production of seed, but when a surplus is allowed to become too old for eating it does pay to save this surplus for seed. Sufficient tomato, squash, melon, cucumber, and corn seed may be saved from the product of almost any garden provided a little attention is given the matter.

Seed should be saved only from strong, healthy plants. In the case of beans, peas and sweet corn the seed should be allowed to ripen on the plant. In the case of such plants as tomatoes, cucumbers, etc., the fruits from which the seed is to be saved should be well ripened. Remove the seed and spread it out to dry. All seed must be thoroughly dry before being stored. Garden seeds must be kept in a vermin proof, well ventilated receptacle. A tin bread box is ideal as it supplies the proper amount of ventilation and mice cannot destroy the contents. Care should be taken to label every package of seed to avoid confusion at planting time.

U. S. Bureau of education. Division of educational extension.

NATIONAL School Service

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AMERICAN AVIATORS BOMB HUN AIRDROMES

Letter of Young American Aviator Gives Graphic Picture of Expedition into German Territory

The following letter of a young American aviator, which is reproduced from *The New York Times,* gives one of the best accounts to be found of the life and work of the aviator. The airplane, the exploits of which are here described, was one of a squadron of eleven large Handley-Page bombing planes, each carrying 1600 pounds of high explosives, three machine guns, and three men, the plane described being in the lead of the squadron. All the machines returned safely from this particular expedition.

"Well, I'm back safe and sound from a trip that I thought would be my last, and somehow I feel dazed still, as though I were not really alive. It was queer, the whole affair, and I must say the Huns deserved to get us, for they threw up so much 'hate' that out of the law of averages we should have been brought down. But here I am, untouched. Here's the story.

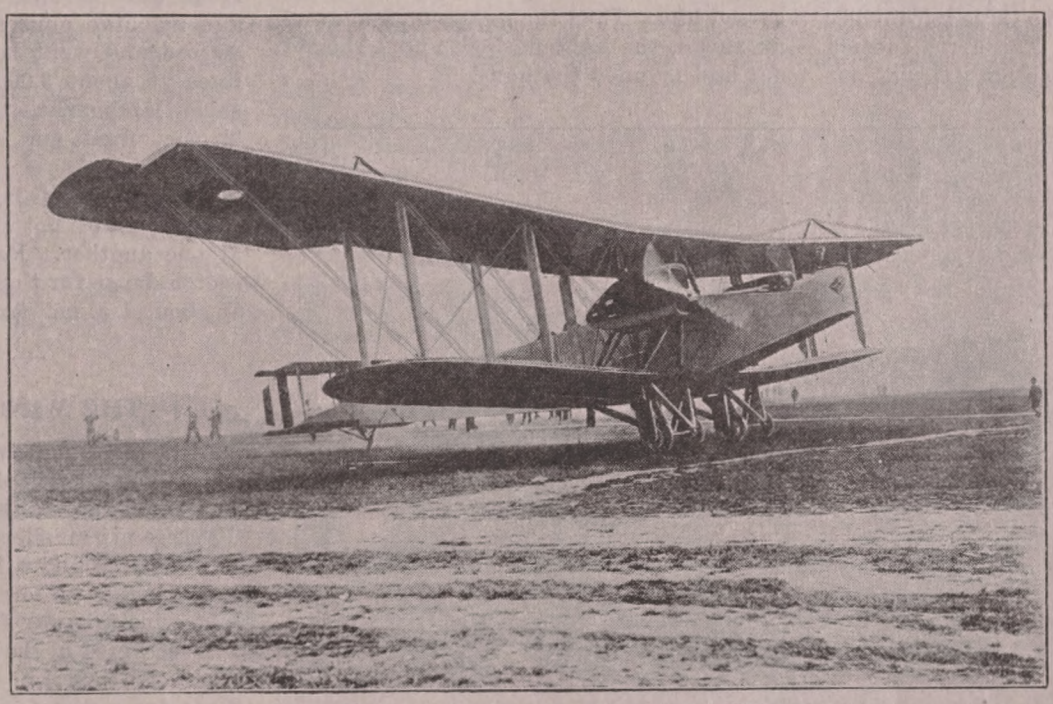
The Raid

"About two o'clock in the afternoon a signal came through from General Headquarters that we must stretch every nerve to help the army, and calling on us for a long stunt down behind the lines. At two o'clock the day looked dull and we were heartbroken, but by four some of the ground fog had lifted and that gone feeling started in on my stomach. At six we met in the mapping office and the objective was given us. We were told what weather to expect and whether defensive balloons were up.

"Then we tried to eat some dinner. By this time I was getting to be an old hand, having been at it three weeks and raiding some six times—and yet I know I never digested that meal. So I went back to my cabin, loaded my cigarette case, put the malted milk tablets in my pocket, took my check book, stuffed a letter in my inside pocket as a safeguard, put oil on my face, got into the fur boots and union suit, and went back to the wardroom mess to play the phonograph until the 'carry-on' signal was sounded.

Crossing the German Lines

"Then my pilot came in, a Canadian whom I got to know rather intimately and respected unlimitedly—in short, we liked each other, and I'd go anywhere with him. He said we were first off and were to test the air down the lines. So we went out to the *Evening Star,* our bus (airplane), and I tried the guns, checked the bombs, made sure everything was shipshape, and sneaked a couple of little bombs into the cap bag beside me. The big motors were



A Handley-Page Airplane Starting On Its Flight

grumbling away, waiting for the starting flash. Soon it came, and the exhausts grew red and dust swirled up. We swung across the drome and plunged through the ground mist toward the lines.

"For twenty minutes we climbed until the earth was just a dark blot, and we felt mighty lonely and little. Then Roy (the pilot) put her around and we headed back over the field to the signal "O. K." and let the others off. As soon as the answering flash was given we turned back again toward the lines, and the motors sang a higher tune as we opened them full out; another twenty-five minutes and we were over the lines, with the searchlights groping about below. The big guns crashed away, and we watched their ex-

(Continued on page 2)

TOPOGRAPHY AND STRATEGY ON THE WESTERN FRONT

Major Douglas W. Johnson Discusses Geography in its Relation to Movements of Armies

I need not tell you that all military campaigns are of necessity controlled, to some extent at least, by the character of the country over which the opposing armies must move. And since the surface forms of the earth are themselves in turn controlled by geological structure, you will readily appreciate that geological events in the remote past may be responsible for important military movements at the present time.

The Paris Basin

I am going to ask you then, if you will, to step back in time with me a few million years and look at the topography of Western Europe including Northern France and Belgium, as it would have appeared to you could you have seen it at that remote period. You would have seen a region of mountains, topographically very much more rugged than that which we find at the present time. And if it had been your privilege to watch continually through long ages, through hundreds of thousands of years, the changes which go on so slowly upon the surface of our earth, you would have seen that the rivers were gradually widening their valleys, and that the mountain ranges were being softened into hills and the hills reduced to gentle rolling plains, until the contour of the country was worn down to a flat surface practically at the level of the sea. And then, had you watched longer, you would have seen that flat surface gradually subside beneath the waters; and you would realize that there were being laid down on that surface horizontal deposits of mud, sand, and limestone, completely burying the old mountainous structure. Then you would have seen the

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AMERICAN AVIATORS BOMB HUN AIRDROMES

(Continued from page 1)

plosions and kept on over them toward our objective. No sooner had we crossed the lines than the Huns started to *strafe* (punish) us; 'archie' bursts (shell explosions) were seen to the right and left, but they had guessed wrong. Roy held her straight ahead.

Searchlights and "Strafing"

"Over —— a searchlight flashed on, twinkled furiously and caught us; we were low by now, at 6000 feet, and we paid no heed except to fire a 'pan' (machine gun rounds) or so at the light until the men got the wind up. Far below us we could see the lights in a billet or a train stoking and the glare on the smoke, but otherwise the country looked dead. To the rear of us the lines flashed and dimmed as the poor beggars had it out, and far ahead we knew our objective lay, where we would leave our dirt (bombs) and settle a few reckonings.

"The lights followed us from village to village.

Dropping the Bombs

"Presently the motors were throttled; we were gliding in for our marks. It was curiously quiet: I had the three guns ready and then, Good God! The earth seemed to open; seventeen searchlights sprang out with a slap. We felt like little kids caught stealing jam! Then I got the guns going; the tracers (bullets that leave a trail of light, like Roman-candle balls) darted down the beams toward the gun crews and two lights went out—probably due to getting the 'wind up.' The tip of the gun got red and the glow crept up to the barrel. Seven pans went off like lightning and the thing jammed. The other gun started, and I threw on pan after pan until the mark was left behind. We were still in the beams now, plunging and side-slipping vainly. I looked inside the racks and saw one 250-pound bomb hung up, (caught fast in the rack) so I signaled Roy and crawled into the racks to let it go when Jones flashed the lights.

Taking a Second Run

"Meanwhile the 'archies' were getting closer, if possible, and we were hit time and again. Why we weren't literally blown out of the air, I don't know; it almost worries me. I felt Roy make a steep bank and stood by to let the 'egg' (bomb) go when the time came. I looked through the traps, and so help me, Roy was taking a second run, passing the second time over the objective in order to drop the bomb that had caught in the rack and failed to drop with the others. It was such a gallant, foolhardy thing to do, I almost cursed him. Then the —— works showed up ahead, the light flashed, and I shoved out and manned the guns.

A Squadron of Airplanes in Battle Formation

and swept about, the A.A. (anti-aircraft guns) made a wall and floor (barrage fire) ahead of us, the deadly high explosive crumpled about us, and the green balls swayed and spiraled as they sought to set us on fire. Roy kept straight on, never a waver nor a turn; Jones was down on his knees at the trapdoor with his sights on the mark. There was a sudden crash and I thought we were hit, but we kept on straight into the wall of bursting shells the bomb clear. She hit about thirty yards to one side, and then I clambered ahead and below us. Suddenly one light got us and the whole seventeen hit us

"I saw a tear in the fuselage side, and holes in the wings, and Roy's face grinning at me in front, and I could have cried, I felt so lucky to have been through it and come out safely. So I passed him a note telling him about the two Coopers (little bombs) I had in the cap bag, and he waved his arms and headed for —— airdrome, the big Gotha field (a Gotha is a big German airplane). I was immensely cheered up at this and began to sing 'Have you seen the ducks go by for their morning walk, quack, quack, much to Roy's enjoyment. The fire of the guns followed us, but we didn't care. We had done the job.

Bombing a Gotha 'Drome

"Soon the landing lights of the Hun drome flashed on, thinking us one of their own; so we swooped down, and I pulled the fusing wires of the coopers and dropped them. We made a bit of a circle, put the motors on, saw them burst short of

An Anti-Aircraft Gun in France

the field in the middle of a courtyard of some kind. Maybe a farmhouse. Maybe not. At any rate, they burst, and the Huns were furious. The lights went out and machine guns started up, so we answered and went home. We crossed the lines at about 3,000 feet and picked up some landmarks, then headed for the 'drome, fired our signals, and got the answer.

"A few minutes later we had landed and were drinking hot chocolate and grinning at one another. Roy and I did the hop-scotch dance for them, and then turned in, at about 4 a. m. And happy, O ye gods!"

THE WINGS OF WAR

Hail to the squadrons of the sky,
  The giant battleplanes,
And speedy scouts that sail the void
  Where primal silence reigns!
And hail the pilots, iron nerved,
  And quick to do and dare;
Who wins this war for liberty
  Must win it in the air.

Some day a flier from afar
  Will pass the city gate,
Upon its wings the sable cross,
  Of unrelenting hate,
And bombs will fall, and flames arise,
  And precious blood will run—
Leave not the azure fields above
  Unguarded to the Hun!

An aerial fleet must guard our coasts,
  An aerial navy go
Three thousand miles across the sea
  To battle with the foe.
The wind is humming overhead,
  And this is what it sings:
"Go shape the wood, and cast the steel,
  And give Columbia wings."

—*Minna Irving.*

Think of our boys over there fighting for us. Your money must back them.

D. of D.
MAR 15 1919

TOPOGRAPHY AND STRATEGY ON THE WESTERN FRONT

(Continued from page 1)

region uplifted to form a land area again; not uplifted evenly, however, but with a marked elevation around the marginal portions, leaving the central area very much depressed, so that we would have a gigantic saucer or basin. Because Paris is about at the center of that basin, it is known to geographers today as the "Paris basin."

It will be easier to follow the line of argument if I separate the topography shown in the accompanying diagram into four types, and if we acquaint ourselves first with the essential elements. Then we may touch very briefly upon the relations of that topography to military movements.

Vosges Mountains and Rhine Valley

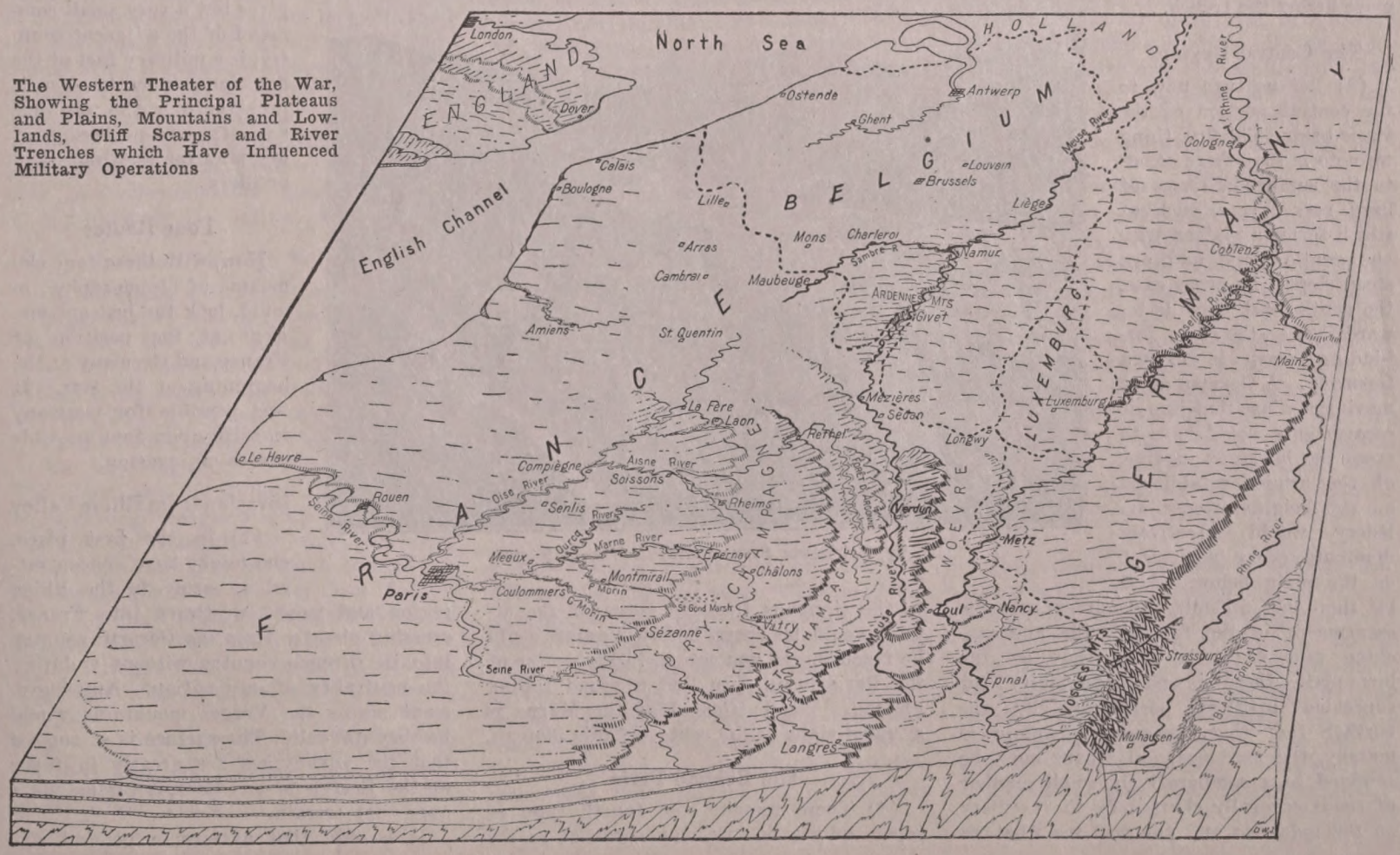
(1) I am going to ask you first, then, to concentrate your attention upon the southeastern corner of the region. You will note that, as a result of the uplift, we have the older rocks exposed in the higher elevations known as the Vosges mountains. When that area was raised to form the eastern margin of the basin, it was raised in the form of a great arch with a crest running roughly north and south. Along that crest there developed two parallel fractures or breaks in the earth's crust, and the included block dropped down several thousand feet, causing the broad valley of the Rhine. We see then that the Rhine valley is not one of those valleys carved by stream action, but is produced by the sinking of a long, narrow slice of the earth's crust. Now, this dropping down naturally left the fractured edges steep and sharp, and, while today they have been worn back somewhat, the Vosges mountains present a very much more irregular topography on their eastern escarpment, a very much steeper slope, than on the west. If you start with the lower course of any one of the valleys, in the face of either the Black Forest or the Vosges mountains, you find that, down near the Rhine plain, the valleys are fertile and fairly open. There is room enough for one good road adapted to the movements of troops. The slopes on either side are too steep to be cultivated and so they are left in forests. As you go up the valleys, however, you find that they grow narrow, become very steep, and in their higher portions are confined between very precipitous rocky ledges. At the crest of the range they terminate in indistinct saddles, or *cols,* which are known by the name of passes.

You will understand the difficulty that the Germans must find in moving troops up these streams, up this steep escarpment, where they are able to bring but a fraction of the fighting power of their troops into play; while the French, deployed along the crest, have a very great advantage. If you were to cross over the crest of the Vosges you would find that while the country is hilly on the back slope, nevertheless it is distinctly less rugged than the eastern escarpment. The hill crests form a fairly even sky line which, in the case of the Vosges, rises higher and higher to the eastward until it drops down very abruptly to the Rhine plain.

The Northeastern Plateau

(2) We now have in mind the striking contrast between the two slopes of the Vosges mountains, as well as the elements of the broad, flat plain of the Rhine. Let us turn our attention next to the northward continuation of the region of old rocks in western Germany, and its continuation into Belgium, where these rocks form the Ardennes mountains. In this area we have not so much the topography of a mountain as that of a plateau. But the erosion of the upland has produced a very rugged surface. Through that rugged country we have three main through-going valley trenches, which must, of necessity, be the lines of communication for armies operating in that region. These are the gorge of the lower Rhine; joining it from the southwest, the gorge of the Moselle river; and parallel to the latter but farther west, the winding gorge of the Meuse river where it cuts through the Ardennes. The Rhine itself is a very narrow gorge, the river occupying almost all of the valley floor, with barely room on the two sides for two railroads and two auto roads. The river itself is navigable, so we have five lines of communication. You will appreciate also that this gorge must be for Germany a very important line of defense if her own territory is invaded, and that such a natural moat as we have here would prove a very formidable military obstacle. On either side the plateau is dissected by deep ravines that interpose a very serious difficulty to transportation across country. Roads cannot proceed for any great distance over the upland before they must descend by zigzag courses into one of the ravines and then zigzag back to the upland surface again. That means a long route, and engineering difficulties which can be overcome only as the result of great expense. And when you realize that these uplands are comparatively isolated, that they are not very productive, and that they are inhabited by a very scanty population, you will understand why there is not in that region sufficient wealth to give to such an area a large number of good roads. In order to move large bodies of troops we must have, not one good road, but a number of parallel roads.

The main valleys cutting through the upland have winding courses which add



The Western Theater of the War, Showing the Principal Plateaus and Plains, Mountains and Lowlands, Cliff Scarps and River Trenches which Have Influenced Military Operations

greatly to their length. The Moselle trench for example has a winding course which enormously increases the length of this line of communication. Nevertheless, the Moselle is the most important line in that part of Germany.

As we go farther west, the next gorge is that of the Meuse. The city of Liége

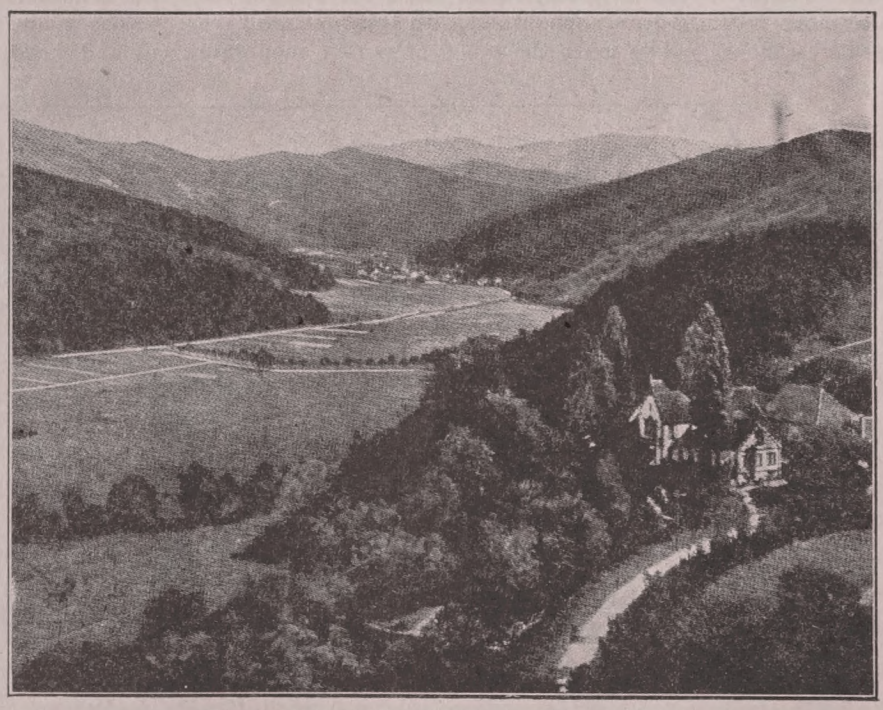
The Flat-floored Valley of the Marne River Near Meaux

guards the gateway into this great through-connecting trench. The fortifications which were defended by the Belgians for a number of days after the Germans had conquered the city itself are located in a circle over the upland surface. As you go up the stream, you come finally to a point where the Sambre river runs into the Meuse from the southwest. And at that important junction we find the strategical position of Namur. This is an exceedingly important point topographically, because it is on the through route of the express trains from Berlin to Paris. If you turn southward up the Meuse you will find that the valley walls become very high and imposing, and very steep. They appear to present a practically inaccessible barrier to any armies which would try to move across the trench.

The Central Region

(3) Let us turn now to the central portion of the Paris basin. The first thing we note is that there comes to the surface a series of hard rock layers, each of which forms a plateau with one gentle slope and one steep slope. In every case, the gentle back slope is toward France, the steep, forbidding scarp is toward Germany. A German army moving against that line of escarpments would have to cross the lowlands in view of the armies established on the heights, whose artillery would effectively dominate every movement on the plain below. Add to this the difficulty of ascending the escarpment in the face of rifle and machine gun fire; the fact that on the low plain there is no opportunity for concealed artillery positions; and the further fact that, because the plain is marshy, the movements of troops must be confined to a comparatively small number of roads carefully charted by the artillery on the uplands; and you will see what an enormous advantage of topography rests with that army which controls the uplands overlooking the plains.

The first great battle of Verdun was fought with the German troops attempting to scale the escarpment east of the city, and was unsuccessful. The second great battle, which is usually known as *the* battle of Verdun (February to July, 1916), was fought by armies advancing southward up the valley of the Meuse, as the Germans realized that it would be impossible to make any attack from the east that would be successful. The only chance of success was to move the armies into the valley from the north where the river flows out on the plain, and to come southward along the valley, deploying the troops on either side. The number of streams flowing from either side into the river Meuse divides the topography into a succession of parallel ridges with stream trenches between them, and the plan of defense of the French was to make the crossing of each natural moat so costly



Typical Lower River Valley in Vosges Region

to the Germans that the force of the attack would be spent before Verdun could be reached. If you return to the center of the Paris basin, you find a broad rolling plateau. The battlefield of the Marne is situated right in the center of this plateau.

The Belgian Plain

(4) There remains the fourth type of topography which we may speak of as the Belgian plain, although it is part of a great lowland surface which stretches across the whole of Northern Europe. You can appreciate the character of it best if I tell you that you can travel from the Pyrenees to northeastern Russia by rail and never pass through a tunnel. You can travel the entire distance and never rise 600 feet above sea level. We find that the surface near the sea is so low and flat that it must be protected by dikes to prevent the ocean waters from overflowing the surrounding country. The rivers, in flowing across those lowlands, must themselves be diked in order to prevent the waters from spreading over the lowlands, especially at the times of heavy rains or floods. Where the streams reach the sea, we must have some type of water gate to permit the accumulated waters to flow out when the tide is low, and which can be closed to prevent the water from flowing into the adjacent territory when the tide is high. You can see that all that is necessary in order to construct a very effective defense against an enemy is to open these gates at the wrong time. That mode of defense was seized upon most successfully by the Italians in 1917 when they checked the assault of the Austrians along the lower Piave; and was used as a means of checking the great German drive at the Channel ports in 1915 when the lower courses of the Belgian streams were submerged and changed into vast lakes by the opening of the dikes.

On the low plain of Belgium, life in the trenches is very difficult and in many cases impossible. The places that can best be occupied by troops are the mounds which rise very slightly above the general surface and which have the great advantage of being dry and therefore available for intrenchment. The seizure of a narrow ridge of this type, even though it gives but a very small command of the adjacent country, is a military fact of the first importance because it puts the one who has that advantage in possession of dry land for his troops and artillery.

Four Routes

Now, with these four elements of topography in mind, look for just one moment at the position of France and Germany at the beginning of the war. It was possible for Germany to seize upon four possible routes of invasion.

Invasion from Rhine Valley

(1) In the first place, she might have concentrated an army in the Rhine region and moved westward into France, crossing directly from the German country into the French country without violating the neutrality of any nation. Any movement across the Vosges mountains would be very difficult. The surface is so rugged that the advantages are greatly in favor of the French in any contest taking place over that terrain.

It is said that a German general was

ordered to attack the French and drive them back over the crest of these mountains. He made three unsuccessful attempts, when, according to the story, he received a very urgent command from the Kaiser that the Vosges mountains must be crossed at any cost. He tried again and failed. Then, it is said, he retreated to his headquarters and committed suicide, first sending this message to the Kaiser: "The Vosges cannot be crossed. Come and try it yourself." I wouldn't vouch for the truth of the story, but it serves to show that here is the place where least of all the Germans might assume to invade French soil.

They might pass around the southern end of the Vosges mountains; but the Belfort gateway is comparatively narrow, and in blocking it the Allies would have such a great advantage as to make any advance exceedingly slow and costly. And to appreciate the German plan of campaign, we must remember that for long years the Germans had held the view that they must bring France to her knees quickly before Russia could mobilize.

Better success might attend a passage around the north end of the Vosges mountains, through what is known as the Lorraine gateway. Here it would be necessary, once German troops crossed to French soil, to traverse the broad open plain of the Woevre, with its marshes and lakes, under the fire of the French artillery on the heights to the west. If the Germans succeeded in penetrating this first line of natural defense, the French would retreat down the gentle back slope and take up positions on successive lines of escarpment.

Moselle and Meuse Routes

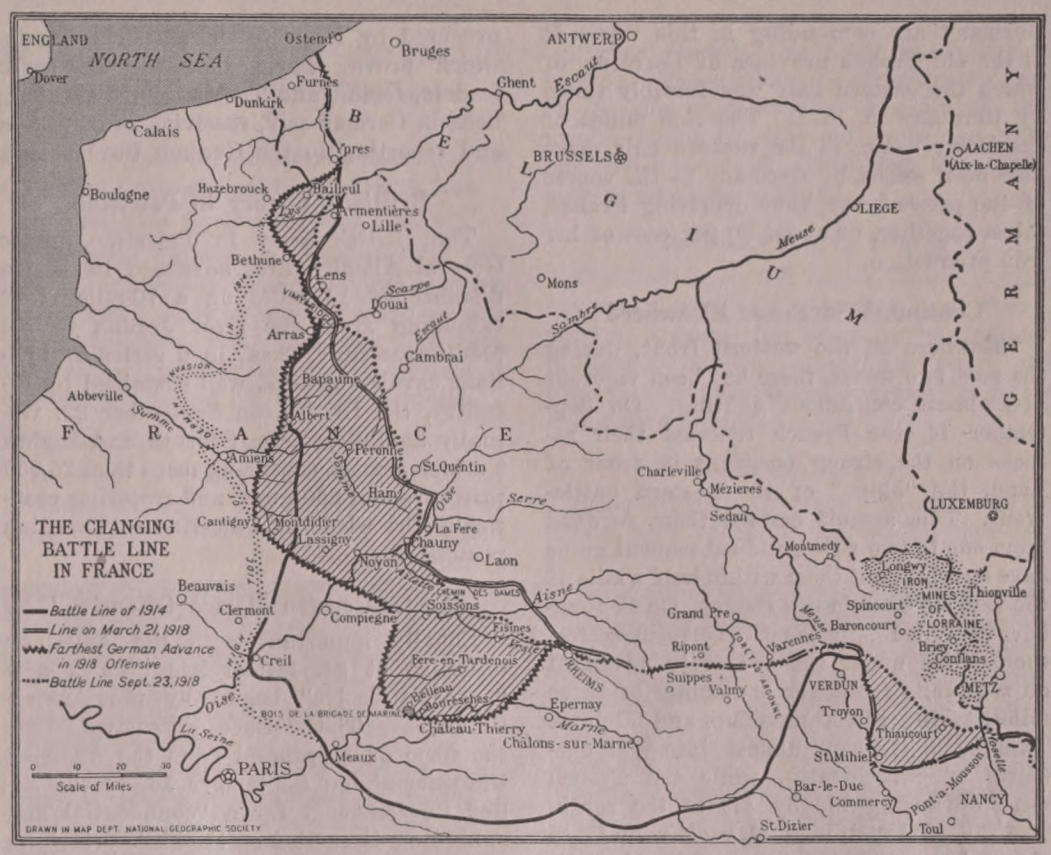
(2) There is a second route, up the Moselle valley, which avoids one or two of the east facing escarpments. But because it necessitates the crossing in succession of several remaining escarpments, this route would involve very serious delays.

(3) The third route would be southward up the valley of the Meuse river. This would bring the German armies into France farther to the west, where the escarpments are dying out, some of them disappearing entirely. But it would restrict the armies, debouching from that valley, to one main line of communication passing through enemy territory in a narrow gorge.

Invasion Through Belgium

(4) By going a little farther to the west, it is possible to take a route through Belgium, over the level plain, which would bring the German forces to Paris without encountering any serious topographic obstacles. That is the route that was chosen. From the boundary west of Metz to Paris, as the airplane flies, is about 170 miles. The route actually followed by the Germans through Belgium is about 250 miles. The German General Staff thus selected a route which was fifty per cent longer than the legitimate route directly into France, which involved bringing into the field the Belgian army, and which they must have realized might result in bringing into the field the British army and the British navy.

[From a lecture recently delivered at Columbia University. The accompanying map (on page 4) and illustrations are reproduced from Johnson's "Topography and Strategy in the War," by permission of Henry Holt & Co.]



The area shaded by diagonal lines shows the allied gains between July 18 and September 23 inclusive. Since the latter date there have been other gains, which are not shown on this map

AMERICAN OFFENSIVE AT ST. MIHIEL

Continued Allied Successes in France, Macedonia, Russia, and Palestine—New "Peace Offensive"

By the middle of September the great Allied offensive directed by Marshal Foch, after eight weeks of brilliant successes, began for the first time to show signs of slowing down. Torrential rains were turning the lowlands into impassable swamps; and the enemy, now in new positions, was straining every nerve to rush up reinforcements to make good his terrible losses. The battleline from Rheims to Ypres, therefore, showed signs of becoming temporarily stabilized at points approximating those of 1917. Then, dramatically, came the first separate offensive of the Americans, involving the newly formed First American Army, under General Pershing's personal command.

Americans Strike at St. Mihiel

The scene of this new stroke was seventy miles east of Rheims, at St. Mihiel, on the river Meuse. Since September, 1914, the battlefront here had shown two sharply marked bends, or "salients." The westernmost of these has Verdun as its center and projects into the German area. The mighty German effort to capture this strong position constituted the chief attempt on the Western front in 1916; but it failed before the resolute resistance of General Pétain, who said, "They shall not pass," and made good his promise. Just east of Verdun lay the salient about St. Mihiel, projecting twelve miles into the French lines, and strongly held by the Germans. This was the first bend, or pocket, established on the western front; and in the process of "emptying" the pockets, which has been carried on by Marshal Foch this summer, it was the last to go. In reporting the operations which produced this result, General March, the official spokesman at Washington for our Army, said:

"This salient was cut off by the American army in less than two days—parts of Thursday and Friday, September 12 and 13—by quick, sharp blows on both flanks. On the south flank our troops advanced along a ten-mile front between Xivray and Fey en Haye, up through the undulating plain of the Woevre. On the west flank, on an eight-mile front, they advanced across the heights of the river Meuse, a ridge which is six miles wide and broken by deep, branching ravines. By the evening of the first day the south flank had been driven in five miles and the north flank three miles. By the evening of the second day, the salient had been wiped out."

Summary of Results

About 1000 tanks, big, little, and middle-sized, participated in the attack. The number of prisoners taken by the Americans was nearly 20,000, while the cannon taken numbered 210. The French aided in the movement, but to the Americans belongs the chief credit. At the end of his statement General March says: "The quickness and rapidity with which the Americans handled the fight at St. Mihiel is attributed not only to the fine staff-work which brought it off, but to the individual soldier himself. It was 'hot stuff.'"

The subsequent advance of the American troops in this sector has brought them within less than ten miles of the important city of Metz, on German soil, which, at the present writing, is under bombardment from American guns. The region lying about Metz and extending on both sides of the frontier is one of the richest iron ore districts in Europe, and is one of the prizes for which France and

Germany are contending in this war. It is the old French province of Lorraine, of which the eastern half was forcibly taken by Germany in 1871. The rich mines of the Briey basin, in the western half, have also been seized by Germany in the course of the present war, thus depriving France, taken together, of about 90 per cent of her iron production.

Continued Successes Elsewhere

Elsewhere on the western front, during the past two weeks, there has been vigorous and almost continuous fighting. On September 14, the French renewed their attacks on the strong positions in front of Laon, the "hinge" of the western battle-front. This assault carried them forward from one to two miles, and subsequent gains have now brought them within half a mile of the famous Chemin des Dames. On September 18 and 19, in the St. Quentin sector, the British under General Haig advanced on a 22-mile front for a distance of three miles, taking 10,000 prisoners and 60 guns. This brought them almost into the outskirts of St. Quentin, while the French were advancing bit by bit to the south. The fall of this stronghold, beset upon three sides, is now only a question of time. Further to the north a similar advance, desperately contested, has been made upon Cambrai, Douai, and Lens.

Belgium's Heroic Army

It is of interest to note that the Belgian army has taken over an additional six miles of trenches from the British in that part of Belgium still held by the Allies. This has been made possible by the increasing strength of the Belgian army. Reduced to about 40,000 after the terrible battles of 1914, Belgium's heroic forces have since grown to something like 250,000 men—in part through return to duty of soldiers previously wounded, but mainly through the recruiting of Belgian youths who, at the peril of their lives, have slipped across the frontier to join their country's army.

New Advance on Macedonian Front

As this narrative was being written, interesting developments were occurring on the Macedonian front. On September 15, began an important advance in the mountainous region lying to the west of Monastir, in Serbia. It was participated in by French, British, Serbians, and Greeks. The first day's drive carried the Allies forward, in most difficult country, about five miles on a front of fifteen miles. Later the Serbians, who are now fighting on their own soil, advanced nine miles in a single day. On September 22 the Bulgarians were reported to be falling back all along the line between the Cerna and Vardar rivers, with the Allies within nine miles of the enemy's supply lines. The important base of Prilep fell two days later.

Events in Northern Russia

At Archangel, in northern Russia, the arrival is announced of American troops sent from the United States to relieve the marines who have been operating there against the Russian Bolsheviki. During the week ending September 21, the Committee on Public Information issued from Washington a series of secret documents, procured by its representatives in Russia, which prove clearly that the Bolshevik leaders, Lenine and Trotzky, have all along been in German pay, receiving orders from and reporting to the German Government.

Brilliant Victory in Palestine

The British army in Palestine, under General Allenby, first advanced its line a distance of 15 miles on a 70-mile front extending from the river Jordan to the Mediterranean. Then, in a series of brilliant cavalry attacks, well sustained by infantry, the British, on September 22, virtually annihilated the Seventh and Eighth Turkish armies, capturing more than 25,000 prisoners and 260 guns, and restoring practically the whole of Palestine to Christian possession.

Austro-German "Peace Offensive"

Equally important with the American offensive at St. Mihiel has been a new "peace offensive" begun by the Austro-Germans. The "peace offensive" took the form of a proposal from the Austrian Government, on September 16, to the Allied Governments for a "confidential and unbinding discussion on the basic principles for the conclusion of peace, in a place in a neutral country and at an early date that would yet have to be agreed upon." In the proposal the assertion was renewed that the Central Powers "are waging a war of defense for the integrity and security of their territories."

The American Reply

The prompt reply sent by President Wilson to the Austrian proposal was almost universally applauded, alike in this country and among the Allies.

The day after this reply was given, the War Department announced that the American army would be increased to 4,800,000 men by next July, and asked for an additional appropriation of seven billion dollars to take care of the increase. On September 12 the enrollment under the new draft act, which extended the liability for military service to men between the ages of 18 to 45, had made available for the Nation's service 13,000,000 men. "Force, force to the uttermost" is thus our reply to the false and hypocritical attempt of the Central Powers to keep by fraud and cajolery what they have seized by unblushing force.

STUDENTS ARMY TRAINING CORPS

The Government Calls Institutions of Collegiate Grade to Render Special Military Service

The Government has called the normal schools, colleges, and universities to special military service. Over four hundred higher institutions have arranged to organize units of the Students Army Training Corps under the special regulations of the War Department. On May 8, 1918, Newton D. Baker, Secretary of War, sent an announcement to the presidents of all institutions of collegiate grade in the United States, in which he said in part:

> Military instruction under officers and non-commissioned officers of the Army will be provided in every institution of college grade, which enrolls for the instruction 100 or more able-bodied students over the age of eighteen. The necessary military equipment will, so far as possible, be provided by the Government. There will be created a military training unit in each institution.

Soon after this announcement, the War Department worked out the details for organizing Students Army Training Corps units in colleges and universities. With the passage of the new selective service law, the details have been modified to meet changed conditions. So many questions have arisen concerning the rules and regulations governing the Students Army Training Corps under the selective service law that the following facts, given out by the Committee on Education and Special Training of the General Staff, are published for the information of teachers:

1. Collegiate units of the Students Army Training Corps will be established at institutions of approved academic standing enrolling 100 or more able-bodied male college grade students of eighteen years of age or over.

2. After a student has been registered by his local draft board and has regularly entered the college of his choice, he may voluntarily join, or be inducted into, the Students Army Training Corps. As this is a Corps of the Army he will upon his induction become a soldier and be placed

PRESIDENT WILSON'S LACONIC ANSWER TO AUSTRIA'S PROPOSAL FOR AN UNOFFICIAL PEACE CONFERENCE

The Government of the United States feels that there is only one reply which it can make to the suggestion of the Imperial Austro-Hungarian government. It has repeatedly and with entire candor stated the terms upon which the United States would consider peace and can and will entertain no proposal for a conference upon a matter concerning which it has made its position and purpose so plain.

on active military duty. He will then receive uniforms, to be worn regularly; equipment; food, or army rations; housing, in barracks; instruction at Government expense; and the pay of a private, $30.00 a month. As he is a soldier, he is no longer under the jurisdiction of his draft board, but he is subject to all military orders and liable to any military duty.

3. All men within the present draft ages (18-45), with the exception of general service men in Class 1 registered before September 12, 1918, are eligible to voluntary induction into a collegiate section of the Students Army Training Corps. Each must take the usual Army physical examination at the College, and be found physically fit for general or limited military service. In addition, he must have had a four years' high school course or its equivalent, and be in attendance at one of the institutions maintaining a unit of the Corps. No general service men in Class I, who registered under the first draft law, or before September 12, 1918, are eligible to induction into a collegiate unit of the Students Army Training Corps. Men already inducted into or called for active service may seek transfer through their commanding officers and the regular military channels.

4. Boys under eighteen years of age who have been admitted to college will be given such military training as is possible, but they will not become soldiers, and hence will not receive subsistence or pay from the Government, until they have become eighteen years of age, have registered with their respective local draft boards, and have been inducted into the Students Army Training Corps.

5. Boys under eighteen years who are in high schools or preparatory schools should remain in school and intensify their study in order to complete their high school course and fit themselves for entrance into college as soon as possible.

6. Vocational units of the Students Army Training Corps, which have been in operation for several months as National Army Training Detachments, will be continued at the institutions at which they have been established, but new units will not be added at present. Registrants of the new draft ages who have had a grammar school course or its equivalent are eligible for induction into these units. Induction will ordinarily be sought, however, only through the local draft board of the registrant and not through the institution at which the unit is established. Men seeking induction will be sent to vocational units only so far as the requirements of the service permit.

7. Voluntary induction into collegiate units of the Students Army Training Corps will probably take place about October 1. Students must pay their own expenses until they are inducted into the Corps.

8. Information concerning the routine of voluntary induction should be obtained from commanding officers of collegiate units of the Corps.

9. An arrangement is now pending which will provide that a limited number of men may, upon induction, be assigned to the Navy if they so desire.

10. As *enlistments* have been discontinued, it is only by *voluntary induction* that a registrant may enter any branch of the army.

SCHOOL CHILDREN SAVE LIVES OF SOLDIERS

Protect Soldiers Against German Poison Gas by Collecting Fruit Pits and Nutshells for Carbon for Gas Masks

America's children are helping to protect our soldiers in France against German poison gas. That is why they are collecting and saving fruit pits and nutshells, for carbon made from these materials is the best yet found for use in gas masks.

Young People's Organizations Active

In order to secure a sufficient supply of pits and shells, the gas defense division of the chemical warfare service of the United States Army has urged children and adults everywhere to collect these materials at once. Boy Scouts, Campfire Girls, War Savings societies, the Junior Red Cross, the Junior Four Minute Men, and scores of other young people's organizations are now actively making collections. The whole movement is supported vigorously by the Department of Agriculture, the War Loan Organization, the Food Administration, the Committee on Public Information, the National Chamber of Commerce, the National Hotel Men's Association, the Red Cross, and other organizations and governmental agencies.

Every teacher and every child can help. The call is urgent. The opportunity to serve is great. Every child who collects 200 peach pits or seven pounds of shells, the amount necessary to make the carbon for one gas mask, may save the life of an American soldier.

Here are some of the things everyone should know in order to help promptly:

The Materials Needed

Peach stones or pits, apricot pits, prune pits, plum pits, cherry pits, olive pits, date seeds, and the shells of Brazil nuts, hickory nuts, walnuts, and butternuts are the materials needed. No other products are wanted. These should be thoroughly dried in the sun or otherwise. Preferably, the meats should be removed from the nuts and saved for food. These pits and shells may be mixed as collected.

The Red Cross in Charge

The Red Cross will direct this collection campaign, give out necessary local information, arrange for centrally located depositories, accept collections from all sources, and make arrangements to ship the materials collected.

Collection Centers

Schoolhouses, churches, banks, stores, hotels, and other public places, will act with the local Red Cross headquarters as collection centers in each community.

Photo by Pudgeon, Washington *Evening Star*

Washington Girl Scouts Help Repel German Gas Attacks

The Plan of Campaign

Every town and city should be divided into zones or districts. A definite group should be assigned to make a preliminary canvass of each district, requesting every housewife, hotel-keeper, or others, to save the fruit pits and nutshells.

Directions for Shipping

In each center, all materials should be turned over to the Red Cross. The Red Cross has designated over 300 large collection centers to which materials are to be sent from the local centers. The dried pits, nuts, and shells at the local Red Cross collection point or points are to be placed in bags, boxes, or cartons, no package to exceed 70 pounds in weight.

The packages should be addressed to the American Red Cross at the nearest center.

Bags sufficient to hold one carload of pits are sent to each designated center. Ten days before a car is needed the Red Cross representative should write to Captain L. Macomber, Gas Defense Division, Chemical Warfare Service, 19 West 44th Street, New York City.

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State Editorial Boards, each consisting of five members appointed by the State Superintendents, represent the classroom teachers of the several States.

Over the top for the Fourth Liberty Loan!

Remember the fruit-pit and nutshell campaign. Directions for packing and shipping will be found in another column.

A Question and Answer column will be a feature of NATIONAL SCHOOL SERVICE. Address questions to the editorial office, 10 Jackson Place, Washington, D. C.

The maps that accompany the articles on the progress of the war are prepared for each issue by the National Geographic Society. The editors take this occasion to acknowledge their indebtedness to the Society for this valuable service.

It is not only the amount of money to be raised by the Fourth Liberty Loan that is important. It is not only the ships and munitions that this money will buy, or the new armies that it will enable us to put into the field. Of equal importance is the discouragement that the success of the Loan will give to our foes because it will signify both the immensity of our resources and the unconquerable determination of the American people. Our dollars will not only buy bullets; in a very real sense they are bullets. The larger the over-subscription, the more staggering will be the blow to the morale of the enemy. Every sign indicates that his morale is already weakening. Foch and Haig and Pershing are giving him no chance to recover his self-confidence on the battlefield. They are striking blow after blow as the German lines roll back. We here at home must lose no chance to strike at the lines behind the lines. The Fourth Liberty Loan is the great opportunity for the civilian to play a determining part in bringing the war to a successful issue. It is a critical moment. A huge over-subscription is certain to shorten the war. Every dollar of this over-subscription may mean the life of an American boy; the life of an English boy, a French boy, an Italian boy; a quicker breaking of the Belgian bondage; relief to the millions suffering in France, in Poland, in Serbia; the earlier realization of all the great aims that we have set out to accomplish.

NATIONAL SCHOOL SERVICE was established at the request of the teachers of the United States. Its primary purpose is to furnish authentic war information adapted to classroom use in elementary and high schools, to serve as a medium of communication between the governmental agencies and the schools, and especially to suggest methods of correlating the war activities with the regular school work. It can succeed only through the coöperation of those whom it is designed to help. The editors will be grateful for suggestions and criticisms. They earnestly request teachers to send in plans that have been found effective in conducting war work, and particularly ways and means that have been successfully used in associating the war activities with the school studies.

Never in the history of the world has the value of education been so keenly appreciated as it is today. Never before has so high a premium been placed upon skill, insight, and intelligence. Never before has the dynamic force of great ideals been so conclusively demonstrated. The large recognition given by the Government to the educational factor in the war problem should be an inspiration to every teacher in the land. Literally hundreds of thousands of soldiers and civilians are today enrolled in special types of schools organized by the Government. The Students Army Training Corps has brought thousands of young men under the stimulus of higher education in preparation for their work as soldiers. The boys and girls in the lower schools may well find in these facts a powerful motive for attacking vigorously and aggressively the work of the year. They should see clearly that it is not courage alone that is going to save democracy; it is not material resources alone. In addition, there must be knowledge, skill, and right ideals. Every gain that a pupil makes in these is a gain for the Nation. Every good lesson learned, every fundamental truth mastered, every needed skill brought closer to perfection, every clear insight won by hard, persistent, systematic thinking, is a step toward making the world safe for democracy. The "school slacker" is no patriot.

TWO LETTERS OF CONDOLENCE

President Lincoln to Mrs. Bixby, Who Lost Five Sons in the Civil War.

Dear Madam: I have been shown in the files of the war department a statement of the adjutant-general of Massachusetts that you are the mother of five sons who have died gloriously on the field of battle. I feel how weak and fruitless must be any words of mine which should attempt to beguile you from the grief of a loss so overwhelming. But I can not refrain from tendering to you the consolation that may be found in the thanks of the Republic they died to save. I pray that our Heavenly Father may assuage the anguish of your bereavement and leave you only the cherished memory of the loved and lost, and the solemn pride that must be yours to have laid so costly a sacrifice upon the altar of freedom.

The German Kaiser to Frau Meter, Who Had Lost Nine Sons in the Present War.

His Majesty the Kaiser hears that you have sacrificed nine sons in defense of the Fatherland in the present war. His Majesty is immensely *gratified* at the fact, and in recognition is pleased to send you his photograph, with frame and autograph signature.

[According to latest reports, the Kaiser has not yet sacrificed even one of his six sons "in defense of the Fatherland." It is for him and not for themselves nor for the people that the German soldiers are fighting. These letters show a striking contrast between Kaiser and President, between Autocracy and Democracy, between the ideals of the Hun and the ideals of the American.]

BUILDING UP A WHEAT RESERVE

Food Administration Asks Householders for Voluntary Compliance With New Saving Regulations

When reports began to come in regarding the enormous wheat crop harvested in the country this year, many people jumped to the conclusion that, so far as wheat is concerned, there can be no further stringency, or need of conservation. They assumed, to put it slangily, that "the lid is off on wheat."

Now it is altogether true, according to the Food Administration, that our wheat crop this year has been such as to modify the necessity for the precise sort of wheat saving essential during last winter and spring. Then it was a case of taking wheat from the supply which we should normally be using ourselves and sending the grain thus saved to the Allies and our soldiers overseas. It was at best a problem of such difficulty and of such disastrous possibilities in case of failure that all pains must be taken now and henceforth to prevent its recurrence. Our present problem in regard to wheat, then, is to build up such a reserve stock, both in this country and abroad, that it will guard against even the most unexpected events or shortages. In other words, this nation must aim to put wheat on the same basis as munitions, in the sense of building up a surplus for use when it is most needed.

America Shares With Allies

For these reasons it is the duty and privilege of every patriotic American household to continue the efforts which will result in a wheat reserve for speeding the war to a successful conclusion. With this purpose in view the United States Food Administration has outlined a wheat conservation program which, strictly observed, will lead to the saving of the quantity required. This program is worth careful consideration by the householder in every way which directly effects his purchase and consumption of wheat.

It has been agreed that the wheat bread of the Allies shall contain 20 per cent of other grains than wheat. Accordingly, it is only just that we in our turn should share in this saving and that our bread should contain at least no greater proportion of wheat than that eaten by those suffering the actual hardships of war.

New Wheat Saving Program

The well known 50-50 rule of last winter, by which the housekeeper was obliged to buy with wheat or its products an equal weight of some other cereal or cereals, has now been removed. But in its place has come the ruling, no less important, that at the same time straight wheat flour is sold by retailers, other cereal flours must make up 20 per cent of the total purchase. To illustrate, the person who buys four pounds of wheat flour must buy at the same time one pound of barley flour, corn meal, corn flour, or some other non-wheat flour.

In some localities there are other substitutes which retailers may find it feasible to carry. Such are feterita flour and meals,

(Continued on page 10)

PRESIDENT WILSON ASKS SUPPORT FOR THE FOURTH LIBERTY LOAN—NO AMERICAN WILL BE DEAF TO THIS APPEAL

THE WHITE HOUSE
WASHINGTON

Again the Government comes to the people of the country with the request that they lend their money, and lend it upon a more liberal scale than ever before, in order that the great war for the rights of America and the liberation of the world may be prosecuted with ever increasing vigor to a victorious conclusion. And it makes the appeal with the greatest confidence because it knows that every day it is becoming clearer and clearer to thinking men throughout the nation that the winning of the war is an essential investment. The money that is held back now will be of little use or value if the war is not won and the selfish masters of Germany are permitted to dictate what America may and may not do. Men in America, besides, have from the first made now dedicated both their lives and their fortunes to the vindication and maintenance of the great principles and objects for which our Government was set up. They will not fail now to show the world for what their wealth was intended.

Woodrow Wilson

JUNIOR RED CROSS PLANS PRACTICAL WORK

Schools are Given Definite Opportunities for Helping the Government

The classroom chapters of the Junior Red Cross should, by this time, have been organized for work. The program for the month of October is in two parts.

First, the reading and discussion of Liberty Loan letters, which will be furnished through the National Red Cross. This work need not take any time from the regular school work, but should form a part of the practice in reading and in oral English.

Second, the continuance of preparation for the Red Cross Bazaar, which each school is expected to hold in December. This preparation may consist of plans for raising money, making useful articles that may be sold, or soliciting, from people in your community, gifts of similar articles.

In schools that do not have vocational classes, the manual arts period may be utilized in making such things as calendars, placards, and other useful articles.

The success of the work from month to month, as well as the success of the bazaar in December, will depend on the interest and energy and resourcefulness of the teacher quite as much or more than on the enthusiasm and industry of the pupil.

High schools and elementary schools having vocational classes are called upon this fall to make under contract for the government 500 kitchen chests, 1200 bedside tables, 300 bread boards, 200 folding beds, 500 drafting boards, and 22,500 packages of splints.

These must be finished by November 16, as there is urgent need for all of these articles. If your school has facilities for doing the sort of work outlined above, and has not yet been called upon to assist, information as to the amount and kind of work that can be handled should at once be sent to your local Red Cross headquarters.

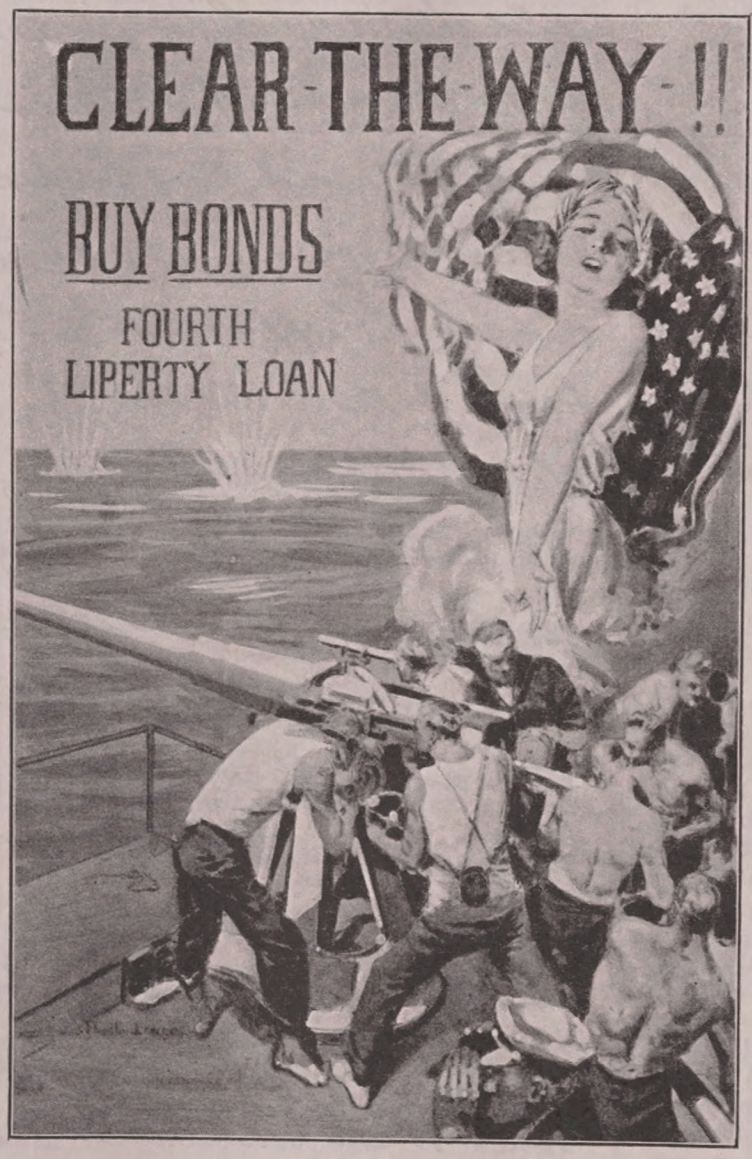
In the sewing classes in high schools and elementary schools, plans have been made in some sections of the country to have the Red Cross headquarters cut out and prepare the garments for the refugee children and others, fastening together the pieces for each garment. The girls during the sewing period or in volunteer groups after school, may make up the garments.

Work for November

Due to a ruling of the War Department to prevent congestion of the mails and dissemination of information which might prove harmful, it is necessary to substitute "Our Red Cross" for "Letters to Men in Service" as the November feature of the special Junior Red Cross monthly program.

The plan is to incorporate as much study and discussion of the Red Cross as possible into the school work of November in preparation for the December feature, which will be assistance to the Red Cross Christmas membership drive through Junior Four Minute contests. Printed suggestions as to how this may be done will be in the hands of every chapter school committee as early in October as possible and distributed to teachers in school auxiliaries. Map work, charts and exercises will be suggested, bibliographies included, and concrete information presented which will be helpful to teachers in making the great work of relief, rescue, and reconstruction vivid to the newly enlisted Junior Red Cross army.

If each teacher has the local Junior Red Cross chapter organized at once, this work may be done effectively.



NO PEACE SAVE THROUGH VICTORY

The Stars and Stripes, the official newspaper of the American Expeditionary Forces in France, makes the following comment on the German-Austrian "peace offensive":

"Let the weak-hearted who are dreaming of a compromise; let the pacifists who are talking of peace by agreement; let the sideliners who have had enough of war; let the secretly inclined pro-Germans who think this war should end without a decision; let them one and all know once and for all that for the A. E. F. there is no such word as 'peace' with the Huns unbeaten. The man who talks peace to-day, except through victory, is a traitor."

BUILDING UP A WHEAT RESERVE

(Continued from page 9)

rice flour, oat flour, kaffir flour, milo flour, peanut flour, bean flour, potato flour, sweet potato flour, and buckwheat flour. Each of these may be sold on the same ratio of one pound to every four pounds of standard wheat flour. Rye flour may be sold as a substitute, but in the proportion of at least two pounds of rye to three pounds of wheat flour.

Victory Mixed Flours

The Food Administration relies upon the householders of the country to mix at least 20 per cent of the substitute cereals into their wheat flour at home for all uses. But many people find such mixing both irksome and inconvenient, and the manufacturing and distributing trades of the country are encouraged by the Food Administration to place upon the market mixed flours complying with the policy of one pound of substitute to four pounds of wheat. These are to be called "Victory Mixed Flours," and will be labeled in such a way as to show their ingredients. Of course, these "Victory Flours" may be sold without any other substitute, because they contain in themselves the 20 per cent substitution.

Such policies and rules ought to be lived up to scrupulously and loyally by both dealer and consumer. And, in addition to this, everyone should bear in mind that there must be no unnecessary waste or excessive use of wheat flour. It is still necessary to continue the use of corn breads, for we must still save wheat.

Save All Foods

Moreover, this desire to avoid the unnecessary use of wheat must extend in spirit to apply to all sorts of food. Of course, the necessity for saving sugar is of the most extreme and vital importance. That should never be lost sight of. But with all foods it is well to bear in mind the necessity for eating no more than is necessary to sustain and nourish the body adequately. This is the hour for using only what is needed for ourselves, so that any possible surplus may be devoted to those who are in greater need than we.

LIBERTY SINGS

"Liberty Sings" originated in Philadelphia, the home of the Liberty Bell.

The object is to bring people of a community or neighborhood together at some central point. Here an hour or so is spent in singing patriotic as well as popular and well known war songs. The music is furnished through the patriotic services of members of local bands and the "Sing" is conducted by experienced leaders who volunteer their services.

Schools have already taken up the idea and are planning to have "Liberty Sings" every month during the winter.

Rural Schools

YEARLY LOCAL COMMUNITY COUNCILS

The following program is planned for a local Community Council of Defense, but is applicable to any rural organization, such as a Grange, farmers' club, community league, or social center. This program with such revisions as may become necessary will be carried through the year in the rural section of National School Service and definite suggestions and programs for each community meeting will be offered well in advance. Inexperienced teachers need not hesitate to start a community organization if they but have the will and leadership to make an initial effort.

Develop Local Leadership

In community work, as in class teaching, the teacher should remember that the best leader effaces himself and seeks to stimulate the initiative and growth of the people in the community. Experience shows also that the organization of farmers' clubs or councils should be kept simple and that meetings can be held every two weeks during the school year, but only once a month in the summer. The school house, Grange hall, church, or other public building makes a better center for regular meetings than the home, although the occasional meetings may be held in farm houses with profit and success. Officers should be limited to three—a chairman, vice chairman, and secretary-treasurer. Committees should be small, usually of three members, because it is difficult for country people to get together. In general the appointment of individual leaders, responsible to the club for special topics or tasks, is preferable to committee work. This program implies the appointment of seven such leaders who are to make brief reports every meeting or so, distribute literature, and keep the club informed on the Government's activities and requests for war service of the following kinds: food production, food conservation, thrift and bonds, Red Cross work, fuel conservation, child welfare, and patriotism and Americanization.

Program of Community Club

September (First Half).—The teacher should visit people of the district, calling at every home if possible.

September (Second Half).—Toward the end of the month hold a visiting day or parents' meeting, with a simple exhibit and demonstration of regular school work. Also have a talk by the teacher on school needs and plans for the year, inviting the coöperation of the parents.

October 11 or 12.—To advance the sale of Liberty Bonds hold a Columbus Day and Liberty Loan rally. See suggestions in National School Service for September 15.

October 25 or 30.—Hold an organization meeting to start a local community council of defense. See National School Service for September 15 and this number.

November 15.—Organize a meeting to formulate a war-work program for the community.

November 27 or 29.—Plan a Thanksgiving Program of a patriotic and religious nature to be furnished partly by adults and partly by school children.

December 20.—The Red Cross will later provide instructions for a Christmas program and a Red Cross bazaar.

January 17.—Two-part program: (a) Community Inventory or Survey (by adults); (b) Thrift Play—"Winning the War" (by children).

Secure the play from the War Savings Committee, Treasury Department, Washington, D. C.

January 31.—Two-part program: (a) The Selection of a Community-Building Project for the Current Year; (b) Illustrated War Lecture.

Address the Pictures Division, Committee on Public Information, Washington, D. C., for suggestions regarding the war lectures and slides.

February 12 or 14.—Two-part program: (a) Program on the topic selected as the first community-building project for the year; such as road dragging, school improvement, pure bred stock, or a coöperative laundry; (b) Lincoln Day program, given chiefly by children.

February 28.—Discuss the organization and work of the county farm bureau and its relation to the local community council.

March 14.—In coöperation with the Red Cross and other health agencies, hold a sanitation and health program dealing with "clean-up" plans for the community.

March 28.—To consider community plans for war planting and increased production, plan a bumper crop program.

April 11.—To enable the teacher and the children to report their club activities to adults and to procure help on future projects, hold a garden, and boys' and girls' club program.

April 25.—To deal with home improvement, food conservation, child welfare, and woman's part in community life, a farm women's program should be held.

May 9.—Arrange a lecture on the war or on a farm topic by a speaker from the Agricultural college or from some state department.

May 23.—Plan a pageant on community war service and Red Cross activities in which the entire community, both children and adults, participate.

June.—Arrange for a canning demonstration and food conservation program.

July.—Plan a better baby conference and clinic, to be held under the general direction of the Children's Bureau, Department of Labor, Washington, D. C.

August.—Close the year's activities with a community picnic and recreation program.

MAKE USE OF WAR STORIES

The concrete story and picture are by far the best means of making war facts and information appeal to children. Country teachers will do well to realize this and make themselves as proficient as possible in collecting, judging, and telling war stories. Unfortunately war stories suited to children are as yet difficult to secure, but here and there very good ones may be found, and it behooves the teacher to be on the alert for these at all times.

In rural schools be sure to use the two stories included in this issue. The airplane story on the first page is splendid for reading or telling in morning exercises and may be used to advantage later as a reading lesson for intermediate and upper grades. With its use have the children collect all the pictures, articles, and information they can find on airplanes. "Bird Soldiers" in the Primary section is an admirable story for language and story-telling in the first four grades.

THE ALLIES' FLOUR BARREL

Build a flour barrel 40 million times as big as the grocer's barrel. Now, you can't see to the top of it and you can't walk around it, and you can't even think about it.

Well, it is just this big barrel that Uncle Sam has promised to fill for the Allies, and Uncle Sam never backs down. But when your Uncle promised he counted on every nephew and niece in every corner of America to help him put the job over, for you see it is an All-American job and means team work.

Can you stay on this job steadily until it is done? How much flour can you spare from your biscuit? Can you piece out with cornbread, potatoes, and rice and help fill the great All-American flour barrel? For big as that barrel is we can, if everybody helps, fill it from our wheat harvests and what you save. Uncle Sam is counting on YOU.

PUBLICATIONS AND HELPS FOR WAR ACTIVITIES

Rural teachers who are remote from libraries and other sources of information will find the following material of great help in the study and promotion of war activities. These publications are free unless otherwise indicated:

Food Guide for War Service at Home. Prepared under the direction of the United States Food Administration. Preface by Herbert Hoover. Charles Scribner's Sons, New York. Price 25 cents. Contains valuable information for use in arithmetic, geography, and food lessons.

Collected Materials for the Study of the War. By Albert S. McKinley. McKinley Publishing Company, 1621 Ranstead St., Philadelphia. Price 65 cents. Contains selections from President Wilson's addresses, a topical outline of the war, and twenty pages of war maps.

Teachers' Manual of the Red Cross. National Headquarters of the American Red Cross, Washington, D. C.

School Life. Bureau of Education, Washington, D.C. A bulletin of school activities issued fortnightly by the Bureau of Education.

Education in Patriotism. Teachers' Leaflet No. 2, April, 1918. Bureau of Education, Washington, D.C. Lists the chief agencies engaged in promoting patriotic work in the schools.

Government Policies Involving the Schools in War Time. Teachers' Leaflet No. 3, April, 1918. Bureau of Education, Washington, D.C.

Problems on Thrift and War Savings Stamps. Secure from George D. Strayer, National War Savings Committee, Treasury Department, Washington, D.C. Available to county superintendents and rural supervisors who should have them duplicated for rural teachers. Contains problems for all grades.

The Battle Line of Democracy. Prose and poetry of the world war. Price, 15 cents. Committee on Public Information, Washington, D.C.

The Study of the Great War. A topical outline with extensive quotations and reading references. By Samuel B. Harding. No. 116 War Information Series. Single copies free to teachers. Copies for class use, 5 cents each. Committee on Public Information, Washington, D.C.

War Cyclopedia. A handbook for Ready Reference on the great war. Committee on Public Information, Washington, D.C. Price, 15 cents.

Save 100,000 Babies; also *The Children's Year Working Program.* Children's Year Leaflets Nos. 1 and 3. Secure from the Children's Bureau, United States Department of Labor, Washington, D.C.

Community Council Material

Mobilizing the Rural Community. Bulletin by E. L. Morgan, College of Agriculture, Amherst, Mass. A thoroughly sane, definite, and practical contribution on the organization and development of rural community centers. Every rural teacher and leader should secure a copy.

The Development of Community Councils. Circulars 1 and 2. Council of National Defense, Washington, D.C. Gives definite, detailed directions for the organization of community councils of defense.

A Community Center: What It Is and How to Organize It. By Henry E. Jackson. Bul. 1918, No. 11. Bureau of Education, Washington, D.C.

The Social Anatomy of the Agricultural Community. By C. F. Galpin. University of Wisconsin, Madison.

Lessons on Community and National Life. Community Leaflets of the Bureau of Education. Series A, B, and C, for high schools, upper grades, and intermediate grades, respectively. Single copies, 5 cents each. Each complete series in pamphlet form, at 15 cents. Government Printing Office, Washington, D.C.

Illustrated Lectures on War Topics. By George F. Zook, Pennsylvania State College. Each lecture is illustrated with from 50 to 70 slides sold at 15 cents each. The Division of Pictures, Committee on Public Information, 10 Jackson Place, Washington, D.C.

Liberty Loan Material

Fourth Liberty Loan. Bulletin No. 39, Division of Four Minute Men. Committee on Public Information, Washington, D.C.

The Second Liberty Loan of 1917. A source book. Publicity Bureau, U. S. Treasury Department.

Junior Four Minute Men War Savings Contest. School Bulletins, Nos. 1, 2, and 3. Division of Four Minute Men. Committee on Public Information, Washington, D.C.

Primary Grades

AMERICA NEEDS THE HELP OF EVERY CHILD WITHIN ITS BORDERS

The nation needs the help of every child. Even the littlest ones must be enlisted in their country's service. War work has really motivated school work. While in some places the regular program may suffer, this is generally more than compensated for by what the children are learning through helping their country. Nevertheless, war activities in the primary schools have brought many distracting interruptions. These may be reduced to a minimum if the teacher will organize her daily or weekly program with a determination to do all that the Government asks her to do, but to do it in such a way that a maximum of educational benefit results. Children should be made to feel that necessary tasks imposed by war conditions offer opportunities to serve their country while doing well their regular work.

PIGEONS IN WAR SERVICE

Carrier pigeons have been used as dispatch bearers in the present war. Thousands have been trained for service.

At one point, twelve miles behind the French lines, sixty pigeons were housed in a London motor bus from Picadilly. The outside had been roofed to form a cage. The crew, consisting of a chauffeur, trainer, and orderly, slept inside. An opening at the front was cleverly arranged to admit the birds when they returned from their flight. A board was deftly poised just inside the opening so that when the bird stepped on it an electric bell rang to let the men inside know that a bird had returned.

The pigeons were taken out to the trenches in baskets to bring back messages in case wire communication should be cut by enemy fire. If not used in 24 hours, they were released anyway with some message to keep them in practice. As soon as a bird arrived, a man crept into the cage, caught it, read the message, wrote it down, and sent it by the orderly to the nearest signal corps station, where it was sent by wire to its destination. Birds were always sent in couples with the same message, so that if one happened to be killed there would still be a chance of the message arriving safely.

BIRD SOLDIERS

Tinkle, tinkle went the tiny bell. It was attached to a board on the side of a pigeon house in Robert's and Elizabeth's back yard. The occupants of the pretty house were His Lordship and Her Ladyship and their six children. The little mother and father pigeons had been given to Robert and Elizabeth by their grandfather. They were homing pigeons of the finest stock.

That morning the children's father had taken the parent pigeons away in their basket and had set them free in different places with tiny messages attached to their legs. The children had been watching all day for their return. So, when they heard the tinkle, tinkle of the door bell of the pigeon house they ran quickly out into the yard.

The pretty little pigeon house was all a-flutter with excitement as if the two returned travellers were telling their children all the news from the distant city. When Robert and his sister appeared His Lordship and Her Ladyship flew to them and perched on their shoulders, one on Robert's, one on Elizabeth's.

"They are darlings!" cried Elizabeth.

"Especially His Lordship!" said Robert.

The children stood for a time playing with their pretty pets. Suddenly Robert became very thoughtful.

"Sister," he said, "Let's enlist our pigeons in the war. You know Captain Reeves said the Government wanted young homers to train for the Army."

"Oh, Robert," cried Elizabeth, "send our darlings away! How could we! Besides His Lordship and Her Ladyship would fly straight back home. I believe they would come clear across the ocean."

"Yes, I know, but their children wouldn't. They would make great fliers and help win the war. Let's do it, Elizabeth. We'd be so proud of them!"

They broke the news to His Lordship and Her Ladyship very tenderly, and it must be said that the little father and mother in their suits of soft blue feathers trimmed with white took the news like patriots.

They decided to take their pets to the nearby camp where they often visited officers they knew. The six young homers were placed in a roomy carrying-basket with plenty of food.

"We must give them Canada peas," said Elizabeth.

"And corn, for variety," said Robert.

They carried the basket between them to the camp. Very soon the six young pigeon recruits were enlisted in their country's service.

That evening the children's father noticed how quiet they were. Mother knew the reason and after Robert and Elizabeth had gone to bed she took their father out into the back yard and showed him the pigeon house. Over the top Robert had placed a rudely printed sign, "Liberty Loft." And over one window Elizabeth had hung a little service flag with six blue stars.

LANGUAGE LESSON ON PIGEONS

If possible have a homing pigeon in the classroom. Show pictures of pigeons and their houses. Let children tell where they have seen them. Describe them. Talk about the care of pigeons—what to feed them. Let children imitate the cooing sounds. Let children pretend they are a flock of pigeons, flying about the room. Sing "My Pigeon House" and play it. Tell about use of homers in the war. Explain how the metal ring is placed on the leg of young ones, and that they are known by the number on the ring. How the message is attached. Let children cut pigeons and pigeon houses from paper.

SOLDIERS

Yes, you and you
Are soldiers, too.
Be brave and save
With honest care.
Yes, you can do
And serve and dare
For our brave soldiers
OVER THERE.
—*From John Martin's Book.*

THRIFT IN THE SECOND GRADE

Mary bought 2 Thrift stamps on Monday, 3 on Tuesday, and 4 today. How many did she buy?

If John saves 5 cents each day for 5 days, how many Thrift stamps can he buy?

Dorothy earned 16 cents helping mother. How much more must she earn to buy a Thrift stamp?

COLLECTING FRUIT PITS AND NUTSHELLS

Can't you see the little fellows trudging to school with their pockets bulging with fruit pits and nutshells? This is a golden opportunity for them to help. Be sure to give them the chance. First awaken their interest by showing them a picture of a gas mask. Explain its use. Give definite directions as to what material to bring and when and where to bring it.

COLUMBUS DAY EXERCISE

Tell the story of the boyhood of Columbus with special reference to the country of his birth, Italy. Teach Italy as one of the Allied nations and one of our associates in the war. Have children recognize the Italian flag. In relating the story of the coming of Columbus to America point out the debt we as Americans owe to the discoverer of our country.

For schoolroom decorations on Columbus Day, October 12, the following are suggested: American flags, Italian flags, blackboard sketches, pictures of Columbus, and drawings or pictures of his queer old ships.

This dramatic representation is also suggested: Columbus and his followers taking possession of the new land. Indians hiding. Columbus kneels and kisses the ground. His men kneel. The Indians come forward and kneel at Columbus' feet. The exchange of gifts. The return to the ship. Indians go with him.

WAR SERVICE AND THE SCHOOL PROGRAM

1. Have a definite place on the program for Thrift stamp sale.

2. Plan to use one or two language periods a week to present war interests to children.

3. Do as much individual teaching as possible through correlation with handwork, arithmetic, seatwork, and written composition.

4. Have a definite place in schoolroom to which salvage such as tin foil, rubber, etc., may be brought. Systematize its collection.

5. Make a collection of pictures to illustrate lessons. Arrange them artistically at some place where children can look at them. Change them frequently. Let children make scrap books for use in free periods.

Hush, little Thrift Stamp,
Don't you cry.
You'll be a War Bond,
By and by.

SAVE PAPER—THE REASON WHY

I. Your Government needs paper.

II. To waste paper is to waste fuel, for paper making uses fuel.

III. To waste paper is to rob Uncle Sam of chemicals necessary in making munitions.

IV. To waste paper means wasting of labor needed for other war work.

V. Paper costs money. Save paper and you save money. Money buys Thrift stamps and Liberty bonds.

THE SERVICE FLAG

Show a service flag or draw one on the blackboard. How many have ever seen a flag like this? When? It is called a service flag. How many stars are in the flag? What do the stars mean? How many have a service flag in your homes? Where have Daddy or Brother gone? Why are you proud of your service flag?

WE'RE FIGHTING TO SAVE THE CHILDREN

One day an English officer was strolling down "The Avenue" in Washington. Many times he was saluted by soldiers in Uncle Sam's uniform. Presently a little boy and girl approached. Up went their hands in a quick and fine salute. And up went the officer's hand in as fine a salute as he might give a general.

"God bless their hearts!" he exclaimed. "I'd rather have that salute from those children than anything I know. We get heart hungry for kiddies. Lots of us have bairns of our own. Man we'd die for them! Why, after all, we *are* dying for them!"

Intermediate Grades

HOW BELGIUM GOT INTO THE WAR

Why do we speak of brave "little Belgium?" What did Belgium do that was brave? Why should not Belgium have let the German army pass through her country if they promised to do it no harm? What has been the result to Belgium of her refusal? What difference in the war was made by Germany's passing through in spite of her refusal?

These questions will serve as leaders for a conversation lesson and discussion. With the questions before the pupils, refer them to sources of information, and postpone discussion until time has been allowed to look up the facts. See *War Cyclopedia*, under Belgium, Neutralization of; Belgium, Violation of; Belgium, Deportations; Belgium, Estates Destroyed; Belgium, Economic Destruction; Scrap of Paper. See also *The Study of the Great War*, issued by the Committee on Public Information. Use other sources if available.

Was it a good thing for Germany that she violated her treaty, or broke her promise? Did she know the danger she was exposing herself to? Why did Germany insist on passing through Belgium? The answer that is likely to suggest itself to the pupils is that Belgium is between France and Germany, and therefore had to be crossed in passing from one to the other.

Use a map to see if the German army had to cross Belgium in order to reach France. Since this is not the fact, can you suggest another reason why Germany insisted on crossing Belgium in spite of everything? A shorter route? Paris was the goal of the German army. Use the scale of miles and measure the distance straight from the Franco-German boundary to Paris. Measure the distance through Belgium to Paris. Which is shorter?

What other reason might there be? Note the surface of the country. For a clearer idea of the nature of the surface between France and Germany, examine the relief map in this issue and read the article which it accompanies. Here we find the reason which prompted Germany to break her treaty pledge, and to risk bringing England into the contest. Germany had need of haste. Russia was believed to be mobilizing. But distances are great in Russia, and transportation not of the best. If the German army could move quickly, France might be speedily brought to her knees, and the Germans might then turn to the advancing Russians.

But no army could move quickly across those western scarps. Count them. Imag-

ine a German army entering France near Metz. No wonder these great scarps are called the natural defenses of Paris. To overcome them in a few days or weeks was impossible. There was only one level route, and that lay through Belgium.

How Belgium Saved Europe

Did the German army reach Paris? Why not? If Belgium had proved false to her treaty obligations and permitted the Germans to pass unopposed, France could hardly have gathered her army in time to stop the advancing enemy, and Paris would have fallen, according to Germany's plan. But one after another of the fortified towns of Belgium blocked the way. Find on the map Liége, Brussels, Namur, Louvain. That way the Germans passed. They entered Belgium August 4, and occupied Liége August 7. Three days had been consumed. They entered Brussels August 20 and Namur August 22, and burned Louvain August 26. But for the Belgian resistance, the march from the German frontier to the gap which the Oise river makes in one of the natural defenses, could have been made in six days. Find this gap. As it was, the French and British had time to gather their armies, which met the Germans at Mons-Charleroi, August 21. Find these two places. The French and British were not strong enough to stop the Germans entirely, but they checked them for a two days' battle and then withdrew to the line of the river Marne. Here, September 6-10, was fought the battle of the Marne, one of the decisive battles of history, for the Germans were repulsed, and forced to withdraw to the Aisne.

Maps Make War News Plain

Why were the French able to stop the Germans at the Marne, but not able to break their line at the Aisne? Just as the cliffs that border the plateaus offered sharp resistance to a westward passing army, so the bed of these rivers checked one moving north and south. For these rivers do not run through gradually sloping beds. They have cut down into the limestone rock natural trenches, from three to five hundred feet deep, at the base of which the river winds over a flat floor. Limestone and chalk have been quarried in large amounts from the cliffs on either side, leaving huge caverns in which many thousands of troops may be entrenched.

Find La Fère, Laon, Rheims, Épernay, Dezanne. These have all been mentioned in war dispatches, some of them frequently. They are not towns your geography tells much about. What made them scenes of battle? The map tells. The cliff that borders the plateau nearest to Paris is broken in several places. Rivers have cut through. If the Germans could get into these breaks or gaps, they could pass along the level river floor, protected on either side by steep, overhanging banks, and rapidly advance toward Paris. But France has always known this, and has built strong forts at every gap. Find other towns that guard the gateways through the scarps. Some of them are among the most strongly fortified cities in the world.

This is only a small part of the share geography has had in this war. Be on the lookout for newspaper or magazine material that tells more.

WHAT UNCLE SAM DOES WITH WAR SAVINGS STAMPS

Ten Certificates, filled with twenty War Savings stamps each ($830) will feed an entire crew of a torpedo-boat destroyer while convoying to Europe a transport loaded with our boys.

One Thrift stamp (25 cents) will pay for a soldier's identification tag, which may save him from an unknown grave. Two Thrift stamps (50 cents) will buy a trench-digging tool which may save his life.

One War Savings certificate filled with twenty stamps ($83) will feed an entire crew of one of our torpedo-boat destroyers on the day they catch a submarine.

One War Savings stamp will feed a soldier or sailor for a week or buy gas for an hour's flight in an airplane.

One certificate filled with twenty stamps ($83) will pay for two depth bombs to sink a submarine.

Four War Savings stamps will manufacture a rifle for one of our boys.

One War Savings stamp ($4.19) will buy 100 rifle bullets.

Three War Savings stamps pay for an overcoat or a gas mask.

OVER THE TOP SINGING

That's the way our soldiers go into battle, and they say nothing terrifies the Germans more than these singing armies. A singing army cannot be beaten. That's the way we are doing our part at home, heads high, brave hearts, all together. A singing nation cannot be beaten. Teach the boys and girls to sing the great national songs and favorite choruses that are carrying us over the top. They will be sure to like this round, to the tune of "Are You Sleeping, Brother John?"

Are you saving, are you saving,
Right along, right along?
Saving stamps will help you
Ring the bells for freedom,
Ding, ding, dong, ding, ding, dong.

You will find it, words and music, in "Four Minute Singing," Bulletin No. 38, issued by the Committee on Public Information. "America, the Beautiful" is in it, too, and the new Dixie, and a dozen others you will want to sing. Send for a copy of the bulletin.

GRACE AT TABLE

Here we gather, dear All-Father,
Round Thy table to be fed,
'Tis Thy gift—our daily bread.

As we gather to be fed
Nations plead for daily bread—
Fighting son and anguished mother,
Orphaned children—all together
Pray to Thee for daily bread.
At Thy common table, Father,
Ask we all for daily bread.

God, All-Father, hear our prayer!
Move our hearts and minds to share
With Thy children at Thy table
This Thy gift of daily bread—
Sacred gift of daily bread!

Lest they perish, swift and eager
Share we now our daily bread.
Give through us, O great All-Father,
To Thy children, daily bread!

—Sarah Louise Arnold.

Upper Grades and High School

THE WAR IN THE WEST AND ITS GEOGRAPHY

Major Johnson's article affords a good opportunity to show the pupils how the physical features of northwestern Europe determined the Germans to attack France through Belgium instead of directly over the Franco-German frontier; how the series of ridges along which the Germans attacked at Verdun aided the French in holding the Hun back; and how the erosion of the heights to a lower level a few miles to the southeast of Verdun, permitted the Germans to drive the French from the low ridges at that point. The enemy troops advanced in a long triangle to St. Mihiel shortly after the outbreak of the war. This salient has only within the past few weeks been restored to France through the splendid work of General Pershing and the American Army.

Revive the Moulding Table

The best way to teach the topography of the front and its relation to campaigns is through the use of the moulding table. The modeling of physical maps has unfortunately gone out of fashion in recent years, but here is a fine chance to revive it. Each pupil should have a board or heavy piece of pasteboard. Draw the outline of the region first, then, using the map showing the physical features of northern France, build up the relief map.

The material used should be either clay or papier-maché. Wet sand will not hold together after it dries, and there will not be time to make a new map every time it is needed. Flour and salt make a good combination, but should not be used in view of the food shortage.

The map should clearly show the series of five gentle slopes, rising in succession toward the east of Paris, each dropping suddenly, leaving a high cliff or escarpment, up which the Huns would have had to force their way if they had come directly over the frontier.

The deep steep sided trenches cut through the plateau by the east and west flowing rivers should be plainly shown. These afford a successive series of defenses against an army advancing either from the north or from the south.

Finally, the broad, level plain of northwestern Belgium and France should show the opportunity for the invasion of France that was afforded to the Germans. This opportunity they took, although it involved a journey of about 250 miles as against only 170 miles if they had invaded France directly, and although it also involved the ruthless breaking by them of a sacred treaty obligation and so dishonored their country forever in the eyes of the world.

The use of these relief maps will enable the students to see much more clearly than in any other way, not only the progress of military movements, but also the difficulties or advantages of surface structure that may affect the progress of the American and Allied Armies in driving back the Hun. By its use it will be easy to explain why some military advances are rapid and why some are slow. Indeed, as the Germans are pushed back toward the Rhine, the pupils by reference to relief maps may, perhaps, be able to predict certain phases of the movement.

The War Map

Be sure that the boys and girls keep up the study of the map, with each issue of National School Service. Have them copy the map and use the copy as a basis on which to record the daily advances of the succeeding two weeks.

It would also be a good plan to have a map of Western Europe drawn to approximately the same scale as the map of the battle front. On this there would be indicated the location of the battle front with respect to the whole of France and Belgium. The rapidly decreasing amount of territory still held by the Germans as compared with the rest of France could also be shown.

WHAT'S AN AEROPLANE ?

Here's the answer, published in the *American Boy*. That is, it tells what materials are necessary for a single aeroplane of the simpler type, not counting any of the materials necessary for the engine:

Nails	4326	
Screws	3377	
Steel stampings	921	
Forgings	798	
Turnbuckles	276	
Veneer	57	sq. ft.
Wire	3262	ft.
Varnish	11	gallons
Dope, or waterproofing	59	gallons
Aluminum	65	pounds
Rubber	34	ft.
Linen	201	sq. yds.
Spruce	244	ft.
Pine	58	ft.
Ash	31	ft.
Hickory	1½	ft.

The figures are from the Aviation Section of the Signal Corps.

It is heresy to say that Germany cannot be beaten. Germany can be beaten. Germany must be beaten. Germany will be beaten.—*General John J. Pershing.*

THE HISTORY OF THE WAR IN HIGH SCHOOLS

The week of October 13 should bring us to the story of Germany as part of the preliminary history of the war. The previous week should have covered the Balkan situation in general, and, in particular, the wars of 1912 and 1913. It is important that the following facts should be emphasized: (1) the winning by the Balkan states, including Greece, of their independence from Turkey through a series of revolutions beginning about one hundred years ago; (2) the mixture of races in the region, leading to strong national feeling and equally strong international jealousies; (3) the rivalry between Russia and Austria for control over the Balkans; (4) the Pan-Slavic Movement, and the opposition to it by the Central Powers, and especially by Austria.

In discussing the two Balkan wars, it should be noted that the defeat of Bulgaria in the Second Balkan War, resulting in the loss of much territory, was an important cause for her entering the present war on the side of the Central Powers. Perhaps it would be better to say, on the side of whoever was fighting Serbia, Roumania, and Greece. It should also be pointed out that, in the first war, Germany had supported Turkey, while in the second, both Germany and Austria encouraged Bulgaria in her attitude toward her neighbors. But Turkey and Bulgaria were defeated and the Central Powers had lost much prestige in Europe and particularly in the Balkans. They were quite certain to take steps to recover this lost prestige at the earliest opportunity.

The story of Germany may be divided into two parts. The first might cover an outline of German history down to the Franco-Prussian War; the second, the history and government of the German Empire and Prussia from 1870 to the present.

A most satisfactory outline for this period may be found in "The Study of the Great War" pages 13-16.

WHY WE WENT TO WAR

To keep America free.

To help the rest of the world, which was attacked by Germany for the sake of profit and power.

To stop Germany from killing American women and children on the open ocean.

To stop Germany from stirring up war between this country and Mexico and Japan.

To stop Germany from burning buildings, blowing up factories and killing workmen in this country.

To keep honor and fair play alive among nations, so that the weak nation may live without hurt from the strong and that the word of a nation shall be sacred and not, as Germany declares, a mere scrap of paper.

To keep the laws of God and man alive in the world, so that Germans like other people shall see that the duty of a man to all mankind is greater than his duty to the German state; so that Germans like other people shall see that might does not make right.

The Council of National Defense.

ATHLETICS DURING THE WAR

High Schools as well as colleges will be interested in learning the attitude of the War Department toward the question of athletics.

In a letter to institutions having Student Army Training Corps units, the Committee on Education and Special Training states that it will be the policy of the committee strongly to encourage athletic sports within the institution, as well as among neighboring institutions in cases when the distances are so short as not to interfere with the weekly schedules of academic and military training.

On the other hand, the Department officials feel that the specialized training and extended trips involved in athletic sports as formerly conducted are inconsistent with the soldiers' program of drill and study.

QUESTIONS ON WAR GEOGRAPHY

Paris is said to have eight natural defences. How many of them can you find?

What is meant by the Paris basin?

Which do you think would be easier, for the French to push the Germans toward the east, parallel with the trenches of the Marne, the Aisne, and the Moselle; or to push them northward across the deep trenches made by these rivers?

From a study of the map, try to determine what would be the best route for the American Army to take into Germany, in the region near Metz.

USE VICTORY FLOUR

It is still necessary to save wheat. The Allies are going to use 20 per cent of substitutes in their bread and the United States Food Administration asks us to do the same.

In order that the mixed flour may be easily obtained with the proper percentages, the Food Administration has arranged for the manufacture and distribution of a flour known as "Victory Mixed Flour" which will be composed of wheat and other flours in accordance with the international agreement.

Tell the boys and girls about it, and tell them to ask their mothers to order Victory Mixed Flour.

In the domestic science classes in high schools and elementary schools, every recipe in which flour is used should provide for the use of Victory Mixed Flour.

THE BATAVIA, ILLINOIS, PLAN OF WAR ACTIVITIES

Superintendent H. C. Storm, of Batavia, Illinois, has organized his teaching force into committees, each concerned with a special phase of war activity, as follows: Red Cross, war finances, food conservation, war information, correlation of war with studies, and a "new ways" committee. The Red Cross committee attempts to have each classroom specialize on one thing at a time. The war finances committee advertises the Loan, promotes purchase of savings stamps, and plans entertainments for the Red Cross. The war information committee picks out and recommends the best books and magazine articles for school use, listing by grades those appropriate for children and high school students. The correlation committee seeks ways of using war material to help the work in history, geography, arithmetic, and composition. The food conservation committee collects and organizes information on food conservation suitable for school instruction. The new ways committee has the most responsible task of all. It seeks to discover what new activities the school can and should undertake. Suggestions are constantly appearing from many sources. The committee is expected not only to recommend practicable plans, but to report against those which will interfere with the schools' regular functions, directing these toward other local organizations.

WAR LECTURES AND LANTERN SLIDES

Within a year and a half America has created an enormous army and has transported a large number of men to the battlefront in France. The undertaking was a tremendous one and the progress which has been made fills every loyal American with pride. How has this great war work been accomplished? The war lectures and lantern slides prepared by the Committee on Public Information tell and vividly illustrate the story. Eight series of lantern slides, each accompanied by a printed lecture, are ready for distribution.

The Call to Arms alludes briefly to the causes for America's entry into the war and illustrates the transformation, in our cantonments, of America's peace loving young manhood into a huge army of efficient fighting men. *In Trenches and Trench Warfare,* one gets a view of building trenches; the means of communication used in them; the implements of trench warfare—hand grenades, rifle grenades, gas and gas masks, liquid fire, and trench mortars.

Airplanes and How They Are Made illustrates types of airplanes, the making of the various parts, and the progress of the Government in this branch of the service. The training of aviators and the experiences they have on the battlefront are treated in the lecture, *Flying for America.*

Our soldiers could not be transported to France without ships. The story of the way in which the Government has met this transportation problem is told in *Building a Bridge of Ships.* This lecture also contains a description of the building of wooden, steel, and concrete ships.

$6,000,000,000

This is the amount called for in the Fourth Liberty Loan.

It is the largest single amount ever requested by any Government for any purpose.

It is asked for the largest and noblest purpose that ever engaged the energies and aspirations of a great Nation.

Six billion dollars is a huge sum—but it is paltry when compared with the human value of the ideals that are at stake.

The sum asked for will be raised—and as much more as may be needed to crown with enduring victory the cause of Freedom and Democracy.

The American Navy is the story of the expansion of our naval personnel, in seventeen months, from 82,000 men to approximately 600,000 men, with illustrations of the types of war vessels, including submarines and submarine activities.

The Navy at Work describes the measures which have been taken in conjunction with the Allied fleets to remove the submarine menace and to guard our troop ships safely across the ocean. The series of lectures ends with *Transporting the Army to France,* which tells the story of the sending of 1,700,000 American soldiers across the submarine-infested ocean with a loss of fewer than 300 men.

These lectures have been prepared for use in the schools. Superintendents and teachers will find them just what they need to give their pupils an intelligent conception of the way in which America has prepared for the greatest war in history.

1. The Call to Arms, with 58 slides, price	$8.70
2. Trenches and Trench Warfare, with 73 slides	10.95
3. Airplanes and How They Are Made, with 61 slides	9.15
4. Flying for America, with 54 slides, price	8.10
5. Building a Bridge of Ships, with 63 slides	9.45
6. The American Navy, with 51 slides, price	7.65
7. The Navy at Work, with 36 slides, price	5.40
8. Transporting the Army to France with 63 slides	9.45

Address all requests for lectures and slides and make all money orders payable to the Department of Slides, Committee on Public Information, Washington, D. C. Request for further information concerning the lectures and slides should be directed to the Division of Civic and Educational Publications, Washington, D. C.

If the Government is to raise six billion dollars, what is your share? The soldiers you know are counting on you.

CHILDREN OF SCOTLAND THANK AMERICA

When you ate cornbread once or twice a day or did without wheat bread altogether during the spring and summer you often wondered no doubt if it counted. The other day there came to the Food Administration some little notes from boys and girls in Scotland. They wrote to "render thanks," as they said, for the help America has given in the war.

William Falconer writes: "We, the children of Scotland, beg to thank the people of America for becoming an ally of Great Britain. If your ships did not bring us supplies of food we would be ere now starving. Although most kinds of foodstuffs are rationed, we still get plenty to keep us fit and healthy. We praise your brave sailors for defying the danger of enemy submarines, to bring us wheat, sugar and suchlike foodstuffs, which we cannot produce."

Another little boy, of Aberdeen, says: "Much of our food has been rationed and yet we cannot grumble, for we still receive the necessaries of life. . . . The men of America, and the nurses are always cheery and bright, and we are charmed to see them in our city."

These letters tell you that your economy did count. We know that it must go right on if these Scotch girls and boys and all the other girls and boys among the Allies are to be fed. This letter from Stoneyburn tells how even the rations give out ahead of time: "I miss all my puddings and nice sweetmeats, but we can live without them and I will economize as much as possible. When Saturday or Sunday comes, our sugar, butter, and jam are finished and we must wait till Monday before we can receive our rations. It is a hard time, but if we mean to win this war we must take what comes, as long as it helps to shorten the war."

All of the dollars in the world cannot buy victory. Victory is not purchasable—we must work for it, and if need be, die for it. Dollars can work for victory only in so far as they are converted into labor and materials.

WAR SAVINGS LIMIT LIFTED

The sales of War Savings stamps will continue during the year 1919, according to an announcement made by the Treasury Department. Every teacher and other War Savings worker will be interested in the following statement made in a recent letter by Secretary McAdoo to the Chairman of the ways and means committee of the House:

> The time has come to make provision for the sale of War Savings certificates in 1919. The limit of $1000 on the amount which may be sold by any one person should be made to apply separately to the series which will be issued in 1919, so that one holder may own $1000 of that series in addition to $1000 of the series of 1918. At the same time the limit of $2,000,000,000 now imposed on the aggregate amount of the issue should be enlarged, or, better, removed.

U. S. Bureau of education. Division of educational extension.

NATIONAL School Service

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POISON GAS A GERMAN WEAPON

Methods of Using "Mustard" and Other Poisonous Gases—Masks and Respirators Protect Our Soldiers

During the engagement near Ypres on April 22, 1915, the German army introduced the use of poisonous or asphyxiating gases. This has well been described as a method of warfare up to this time never employed by nations sufficiently civilized to consider themselves bound by international agreements.

Germans Use Poison Gas at Ypres

The Germans installed in their trenches large cylinders filled with compressed chlorine gas from which bent tubes extended over the parapets. A light wind was blowing toward the Allies. The valves were opened, and the cloud of stifling gas rolled on. The Germans claimed 6,000 dead, and as many more prisoners, as a result of this attack. For this method of warfare, which was expressly forbidden by The Hague Regulations, which regulations were assented to by the Germans, the British were entirely unprepared. A week earlier the Germans had announced that the British were using asphyxiating gases, but this was merely the usual German falsehood, designed to give the appearance of retaliation to their own breach of international law.

In self-defense the Allies were compelled to use the new weapon, and the use of gas soon became general. The Turks, however, have made no use of either poisonous gases or liquid fire in Palestine and Mesopotamia; hence the British likewise, in those regions, have refrained from the use of such weapons.

Twenty Kinds of Poison Gases

Poison gases which affect the lungs, corrosive liquids like bromin, tear gases, sneeze gases, altogether twenty different gases and liquids, have been used by the Germans. Gas is now used in different ways. The gas cloud, as first employed

Men and Horses Masked in Fighting Zone

by the Germans, is still resorted to; but the explosive gas shell used in bombardment, the aerial bomb, and the hand grenade, are more commonly used. Gas so used is generally in liquid form, but evaporates rapidly when exposed to the air.

Deadly "Mustard" Gas

Within the last year much has been heard of "mustard" gas. This was employed by the Germans late in 1917, but they first

(Continued on page 2)

CONTROLLING SPANISH INFLUENZA

The Public Health Service Sends Special Message to the Teachers of America

The present nation-wide interest in the spread of "Spanish" influenza offers an exceptional opportunity to teachers to bring home to their pupils a realization of the way in which many diseases are spread; namely, *through the inhalation of tiny droplets of germ-laden mucus sprayed into the air by careless or ignorant persons who cough or sneeze without covering the mouth with a handkerchief.*

This is the ordinary way in which tuberculosis, scarlet fever, diphtheria, measles, bronchitis, pneumonia, whooping cough, and common colds are spread from person to person. No other single measure will help so much to reduce the prevalence of sickness among school children as the inculcation of good hygienic habits along these lines.

What Is Spanish Influenza?

The disease called "Spanish" influenza resembles a very contagious kind of cold accompanied by fever, pains in the head, eyes, ears, back, or other parts of the body, and a feeling of severe sickness. In most of the cases the symptoms disappear after three or four days, the patient then rapidly recovering; some of the patients, however, develop pneumonia, or inflammation of the ear, or meningitis, and some of these complications result fatally. Whether this so-called "Spanish" influenza is identical with

(Continued on page 2)

The School Children of Rheims Have Had to be Protected Against German Frightfulness

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POISON GAS A GERMAN WEAPON

(Continued from page 1)

used it in large quantities and effectively in the drive beginning March 21, 1918.

Mustard gas, the deadliest instrument of warfare yet devised, is not a gas, but an amber fluid of a faint, sweetish, not unpleasant odor. It is no more volatile than turpentine. It kills by inhalation and maims or blinds by contact. When an official British statement in April, 1918, contained a line that Armentières was "full of gas" and that neither side could enter there, it meant that Armentières was full of mustard gas. The gutters ran with the reddish-brown liquid. Phosgene and other poisons evaporate so readily that they do not make any spot untenable for more than a few hours, but "mustard" lingers from two to four days, depending on weather conditions. British "Tommies" gave this gas its name.

No mustard enters into its composition, but a drop of it on a soldier's sleeve penetrates to the skin, and after some hours blisters like mustard. It is the more dangerous since the odor is neither pronounced nor unpleasant. The vapors from the liquid can be inhaled without any immediate discomfort. The later effect has been called "chemical pneumonia." The symptoms are similar—high fever, stertorous breathing, and sometimes stupor. Autopsies have shown that the effect of the gas on the lungs has been such that the tissues break down like wet paper.

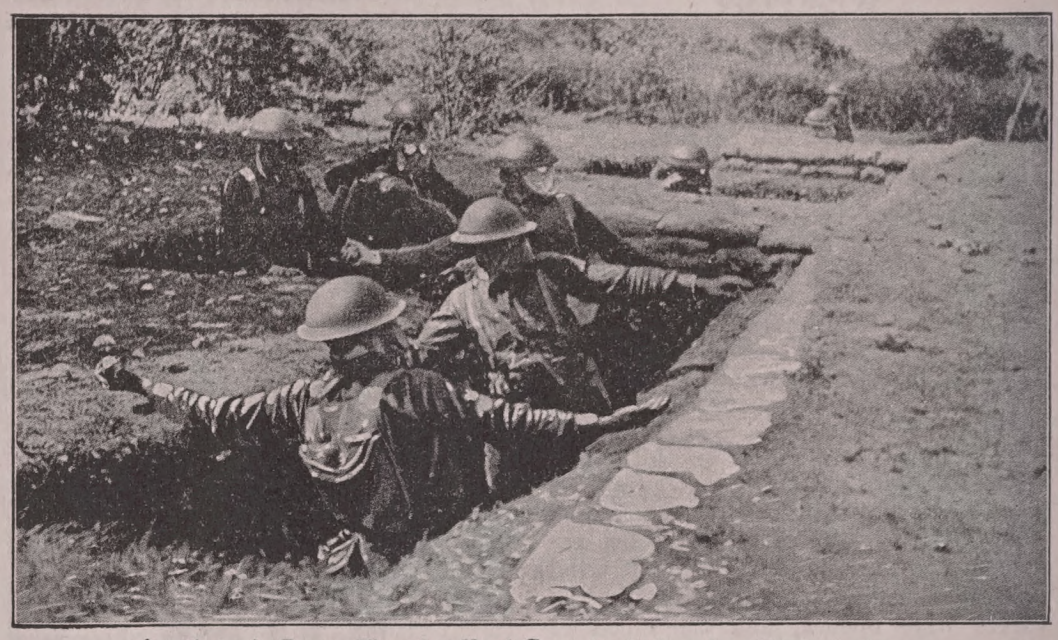
Another danger of mustard gas is from contact. A soldier walking along a trench which has had a sprinkling of it rubs his shoulder against the side of the trench, and a tiny drop gets on his coat. It looks like a drop of oil. It soon penetrates the cloth to the flesh, but at first only causes a slight smarting. It is not until hours afterwards that the full effects are apparent. Then the flesh becomes puffy and red; the tissue swells enormously. The effect is similar to a very deep burn.

Defenses Against Gas

Generally speaking, adequate defense against "gassing" is provided by the gas mask and respirator, one or both of which form part of the equipment of all troops in active service. The usual form of mask is a bag worn over the head and impregnated with chemicals, or a box slung on the chest, with nosepiece, breathing tube, and goggles attached. As further protection, special underwear, chemically treated to resist poisonous gases, is now supplied to American troops, and a neutralizing ointment is furnished to rub on the body where mustard gas is likely to penetrate the clothes. The chemical study of the constituents of masks taken with enemy prisoners is an important part of the scientific work in gas warfare.

Even Animals Masked

Soldiers and draft animals working near the front line are constantly provided with masks, which are inspected regularly; and every soldier is thoroughly drilled in the adjustment of his gas mask and trained in gas defense before he enters the zone of fire. So effective are these protective measures that cases of gas poisoning among the Allies and Americans are becoming comparatively rare.



Americans in France Throwing Hand Grenades Before Gas Clouds Arrive

American Soldiers in First-line Trenches in Lorraine Sector

CONTROLLING SPANISH INFLUENZA

(Continued from page 1)

the epidemics of earlier years is not yet known.

Epidemics of influenza have visited this country since 1647. It is interesting to know that this first epidemic was brought here from Valencia, Spain. In 1889 and 1890 an epidemic of influenza, starting somewhere in the Orient, spread over practically the entire civilized world.

How Recognized

There is as yet no certain way in which a single case of "Spanish" influenza can be recognized. On the other hand, recognition is easy where there is a group of cases. In contrast to the outbreaks of ordinary coughs and colds, which usually occur in the cold months, epidemics of influenza may occur at any season of the year. Thus the present epidemic raged most intensely in Europe in May, June, and July. More-

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over, in the case of ordinary colds, the general symptoms (fever, pain, depression) are by no means so severe or so sudden in their onset as they are in influenza. Finally, ordinary colds do not spread through the community so rapidly or so extensively.

In most cases a person taken sick with influenza feels sick rather suddenly. He feels weak, has pains in the eyes, ears, head, or back, and may be sore all over. Many patients feel dizzy, some vomit. Most of the patients complain of feeling chilly, and with this comes a fever in which the temperature rises to from 100 to 104. In most cases the pulse remains relatively slow.

What Should Be Done

It is very important that every person who becomes sick with influenza should go home at once and go to bed. If there is cough and sputum or running of the eyes and nose, care should be taken that all such discharges be collected on bits of gauze or rag or paper napkins and burned. If the patient complains of fever and headache, he should be given water to drink, as cold compress to the forehead, and a light sponge. Only such medicine should be given as is prescribed by the doctor. It is well known that an attack of measles or scarlet fever or smallpox usually protects a person against another attack of the same disease. This appears not to be true of "Spanish" influenza.

Guard Against Influenza

In guarding against disease of all kinds, it is important that the body be kept strong and able to fight off disease germs. This can be done by having a proper proportion of work, play, and rest; by keeping the body well clothed; and by eating sufficient, wholesome, and properly selected food. In connection with diet, it is well to remember that milk is one of the best foods obtainable for adults as well as for children. The value of fresh air and of open windows can not be over emphasized. One should spend some time out of doors each day, walk to work if practicable.

"Cover up each cough and sneeze,
If you don't you'll spread disease."

GUARD AGAINST INFLUENZA

Influenza is spread by droplets sprayed from the nose and throat.

Cover each cough and sneeze with handkerchief.

Avoid crowds.

Get plenty of fresh air.

Do not spit on the floor or on the sidewalk.

Do not use common drinking cups and common towels.

Avoid excessive fatigue.

If taken ill, go to bed and send for a doctor.

Walk to work, if possible.

These rules apply also to colds, bronchitis, pneumonia, and tuberculosis.

GERMAN EMPIRE MEETS REVERSES ON ALL FRONTS

Peace Proposal of Imperial Germany Calls Forth Pointed Inquiries From President Wilson

Bulgaria, the last of Germany's minions to enter the Quadruple Alliance, is the first to leave it. The rapid advance of the allied army, which effected the capture of Prilep on September 23 and of Veles and Ishtib three days later, completely cut the Bulgarian army in two, leaving one part to retreat through Serbia and the other toward Sofia. The invasion of Bulgaria itself was threatened both by the victorious Serbian army from the west and by the British troops in the region of Lake Doiran. Realizing that the army was defeated beyond recovery and that the internal situation was extremely threatening, the Bulgarian Premier, M. Malinoff, on September 27, proposed an armistice.

DRAWN IN MAP DEPARTMENT, NATIONAL GEOGRAPHIC SOCIETY, WASHINGTON, D. C.

Map Showing Allied Progress on Macedonian Front from July 6 to September 30

Terms of Bulgarian Armistice

Two days later at Saloniki, the Bulgarian representatives accepted the demands of the allied governments to evacuate all Greek and Serbian territory; to demobilize their army; to surrender all means of transportation, including boats on the Danube River; and to concede to the Allies free passage through Bulgaria for military operations. The agreement was purely military and the ultimate disposition of territory was left to the general peace conference at the close of the war. A few days after the armistice was signed, Czar Ferdinand abdicated in favor of his son, Boris.

Serbians to Recover Country

On account of the withdrawal of the Bulgarian troops from Serbian soil, the Austrians have already been compelled to begin the evacuation of Albania in order to meet the allied armies which have captured Uskup and Vranje and are pushing steadily northward in the direction of Nish. Indeed the entire recovery of their country seems now well within the reach of the gallant Serbian army.

From the international standpoint, also, Bulgaria's action is of great importance. If communications can be established with Roumania, the possibility of that country's reëntry into the war is suggested. Certain it is that Germany's dream of a Berlin to Bagdad railway has disappeared almost overnight. Furthermore, unless the Germans succeed in retaining the entire railroad through Bulgaria to Constantinople or unless they keep complete possession of the Danube River, neither of which seems probable, Turkey will be completely cut off from Germany and will be open to the attack of the Allies from all sides. "We will soon direct our blow at Constantinople, and the vanquished Turk will be thrown once and for all into Asia," recently declared General Franchet d'Esperey, allied commander-in-chief in Macedonia.

Brilliant Campaign Against Turkey

The attack against the Turkish position begun by General Allenby on September 19, has been the most disastrous to the enemy of any in the great war. The Turkish army has been everywhere overwhelmed. The British and French troops rapidly pushed their way northward through the historic towns of Haifa and Acre on the Mediterranean Sea, and through Nazareth and Armageddon in the interior, until on October 1 they surrounded and captured the city of Damascus and took 7000 prisoners. Thus within a fortnight the allied troops have effected an advance of 175 miles from their former line north of Jerusalem and the remnants of the Turkish army are in full flight northward. The number of Turkish prisoners taken by the allied army exceeds 71,000 not including 8000 reported to have been captured by the

Arabs east of the Jordan. The casualties of the allied army are said to be less than one tenth of this number.

Turkey's Surrender Probable

By this short but remarkable campaign, the capture of Beirut, the important seaport terminus of the railroad line from Damascus, became an immediate possibility. Indeed the great railway objective of Aleppo, lying 250 miles further to the north, may fall to the Allies before Christmas. To be sure the intervening territory is rough and difficult of access, but the Turks have been so badly beaten that they will probably be unable to reform a line of defense. Now that the Turks can expect no further assistance from Germany because of Bulgaria's defection, and because the city of Constantinople itself is open to attack from the Bulgarian frontier, it is very likely that the Turks will see fit to follow Bulgaria's action and surrender unconditionally.

Fierce Struggles on Western Front

On the western front the greatest battle of the war has been raging with increasing fury from the Belgian coast to Verdun. Since September 27 the French and Americans have made important advances over a front of forty miles on the western and eastern sides respectively of the Argonne Forest. Fifteen thousand prisoners were captured and important railway junctions taken. This attack was followed by a mighty blow against the bastions of Cambrai and St. Quentin. Both cities have fallen to the Allies and the German lines beyond these strongholds have been badly broken. This offensive together with the French advance in the Champagne has caused a further withdrawal of German troops along the Chemin des Dames and has placed the forts of La Fère and Laon in a dangerous pocket.

The Heroic Belgian Army

In Flanders the heroic little Belgian army, powerfully aided by the British, has also begun an offensive which within a few days gained more territory than was won by the British in the same region last year during several months. The important railway junctions of Roulers, Thourout, and Menin seem almost within the grasp of the Belgians. If this advance continues but a few miles the Germans will be compelled to give up their sea bases at Ostend and Zeebrugge. The effect of this offensive on the Lille salient is also extremely important. Already the Germans have evacuated a deep strip on a twenty-mile front, including the towns of Lens and Armentières. Indeed the Germans are rapidly losing the rich coal regions which they have held since the beginning of the war.

Hindenburg Line Broken

Of equal importance to the Allies have been the enormous losses inflicted on the German army. Instead of pursuing the safer policy of retiring to the French border before joining in the death grapple, the German military leaders made a stand on the so-called Hindenburg line with the result that this system of defense has been broken in a number of places and that German reserves are being rapidly exhausted. In the week ending October 3, the Allies captured 60,000 prisoners and 1000 guns on the western front. The total number of prisoners taken from the Germans in the west since July 15 now approaches 275,000.

Germany Proposes Peace Parley

The successive defeats in Bulgaria, Palestine, and on the western front have profoundly affected Germany. The Hertling ministry, recognizing its inability to meet the crisis, has resigned. The Emperor has

named as chancellor Prince Maximilian of Baden, a leader of the moderates who last January declared that all ideas of conquest must be abandoned. On October 6, the Imperial German chancellor transmitted a note to President Wilson, through the Swiss Government, announcing that Germany desired to open peace negotiations, that it accepted President Wilson's principles as set forth in his speeches of January 8 and September 27, 1918, as a basis for a peace parley, and that it desired "the immediate conclusion of an armistice on land and water and in the air."

President Wilson's Inquiries

On October 8, President Wilson sent a note to Germany in which he asked: "Does the Imperial Chancellor mean that the Imperial German Government accepts the terms laid down by the President in his address to the Congress of the United States on the 8th of January last and in subsequent addresses, and that its object in entering into discussions would be only to agree upon the practical details of their application?" He insisted that "The good faith of any discussion would manifestly depend upon the consent of the Central Powers immediately to withdraw their forces everywhere from invaded territory." Finally, he stated, "The President also feels that he is justified in asking whether the Imperial Chancellor is speaking merely for the constituted authorities of the Empire who have so far conducted the war."

SELL YOUR CHILDREN OR LET THEM DIE

The Cold-Blooded Prussian System as Revealed in Poland, Belgium, and Serbia

A proclamation issued by Governor-General von Beseler, the German military ruler of conquered Poland, contains this passage:

"The Government suggests that mothers having children should send them to Germany to have them brought up and educated. Mothers who are willing to make this arrangement will receive the sum of 150 marks ($37.50) for a boy and 100 marks ($25.00) for a girl. No other aid will be given."

The obvious purpose of the German Government was to exterminate the Polish population and to repeople the land with Germans.

Commenting on another proclamation by Governor General von Beseler offering Polish husbands and fathers the choice between going to Germany and working there or seeing their families starve, Mr. Frederic C. Walcott, who administered American relief in Poland before our entrance into the war, says:

"When a Pole gave me that proclamation, I was boiling. But I had to restrain myself. I was practically the only foreign civilian in the country and I wanted to get food to the people. That was what I was there for, and I must not for any cause jeopardize the undertaking. I asked Governor General von Beseler, 'Can this be true?'

"'Really, I cannot say,' he replied. 'I have signed so many proclamations; ask General von Kries.'

"So I asked General von Kries, 'General, this is a civilized people. Can this be true?'

"'Yes,' he said, 'it is true'—with an air of adding, 'Why not?'

"I dared not trust myself to speak; I turned to go.

"'Wait,' he said. And he explained to me how Germany, official Germany, regards the state of subject peoples.

Cruelty of Official Germany

"Even now I find it hard to describe in comprehensible terms the mind of official Germany, which dominates and shapes all German thought and action. Yet it is as hard, as clear-cut, as real as any material thing. I saw it in Poland, I saw the same thing in Belgium, I hear of it in Serbia and Roumania. For weeks it was always before me, always the same. Officers talked freely, frankly, directly. All the staff officers have the same view.

"Let me try to tell it, as General von Kries told me in Poland, in the midst of a dying nation. Germany is destined to rule the world, or at least a great part of it. The German people are so much human material for building the German State. Other people do not count. All is for the glory and might of the German State. The lives of human beings are to be conserved only if it makes for the State's advancement, their lives are to be sacrificed if it is to the State's advantage. The State is all, the people are nothing.

"Conquered people signify little in the German account. Life, liberty, happiness, human sentiment, family ties, grace, and generous impulse—these have no place beside the one concern, the greatness of the German State.

"Starvation must excite no pity; sympathy must not be allowed, if it hampers the main design of promoting Germany's ends.

"'Starvation is here,' said General von Kries. 'Candidly, we would like to see it relieved; we fear our soldiers may be unfavorably affected by the things that they see. But since it is here, starvation must serve our purpose. So we set it to work for Germany. By starvation we can accomplish in two or three years in East Poland more than we have in West Poland, which is East Prussia, in the last hundred years. With that in view, we propose to turn this force to our advantage.'

"'This country is meant for Germany,' continued the keeper of starving Poland. 'It is a rich alluvial country which Germany has needed for some generations. We propose to remove the able-bodied working Poles from this country. This leaves it open for the inflow of German working people as fast as we can spare them. They will occupy it and work it.'

"Then, with a cunning smile: 'Can't you see how it works out? By and by we shall give back freedom to Poland. When that happens Poland will appear automatically as a German province.'

"In Belgium, General von Bissing told me exactly the same thing: 'If the relief of Belgium breaks down we can force the industrial population into Germany through starvation, and colonize other Belgians in Mesopotamia where we have planned large irrigation works. Germans will then over-run Belgium. Then when the war is over, and freedom is given back to Belgium, it will be a German Belgium that is restored. Belgium will be a German province and we shall have Antwerp, which is what we are after."

WAR'S RECOMPENSE

Ye that have faith to look with fearless eyes
Beyond the tragedy of a world at strife,
And know that out of death and night shall rise
The dawn of ampler life,
Rejoice, whatever anguish rend the heart,
That God has given you a priceless dower,
To live in these great times and have your part
In Freedom's crowning hour;
That you may tell your sons who see the light
High in the heavens—their heritage to take—
"I saw the powers of Darkness put to flight,
I saw the morning break."

[This poem was found on the body of an unknown Australian soldier who died bravely fighting the Germans on the Western front in France.]

CHILDREN SAFEGUARDED IN WARTIME

President Wilson Endorses Plan to Make War Year One of United Activity for Children

To Secretary Wilson, to the Children's Bureau of the Department of Labor, and to the Woman's Committee of the Council of National Defense, our President has said in a letter of which this is part:

"I heartily approve the plan of the Children's Bureau and the Woman's Committee of the Council of National Defense for making the second year of the war one of united activity on behalf of children, and in that sense a Children's Year.

"I trust that the year will not only see the goal reached of saving one hundred thousand lives of infants and young children, but that the work may so successfully develop as to set up certain irreducible minimum standards for the health, education, and work of the American child."

Child Welfare Program

Proceeding with the sanction of the Government, the Children's Year formulates as a reasonable child welfare program for the United States:

1. Public protection of maternity and infancy.
2. Mothers' care for older children.
3. Enforcement of all child labor laws and full schooling for children of school age.
4. Recreation for children and youth, abundant, decent, protected from any form of exploitation.

This program the States have taken up with generous enthusiasm, according to Jessica B. Peixotto, specialist in child welfare of the Council of National Defense.

Thus far, two drives have been announced, the weighing and measuring test and the recreation drive. The weighing and measuring test is a plan to get at least the height and weight of every child of preschool age, a sort of stock-taking, as it were, of the children under six who had never before received community attention. The height and weight of a child indexes roughly his physical development.

Remedying Children's Defects

Next steps will be attempts in each community to remedy defects. As malnutrition is identified, defective tonsils and adenoids and similar troubles of childhood that limit health for life are more frequently and accurately discerned, follow-up work is beginning. Some twenty-five of the States are actively pushing programs for 100 per cent birth registration; for better prenatal care; for better obstetrical care; for more infant welfare stations and other health centers. Most of all, a persistent campaign is being conducted for a public health nurse in every county of every State in the Union.

Leisure Hours Protected

The second drive calls for protected leisure hours. It seemed especially important this year that the nation's children be guarded with more than ordinary watchfulness during the summer vacation. The current facts of English life, of life in France, as well as happenings noted in our own country, show that war increases the risks of idle hours, of juvenile delinquency, and of physical deterioration.

WAR LABOR POLICIES BOARD PROTECTS CHILDHOOD

Increasing demands for children in war industries have led the War Labor Policies Board, which speaks officially for the industrial agencies of the Government, to define its position in part by the following anti-child labor regulations:

1. No child under fourteen years of age shall be employed on war work.
2. No child between fourteen and sixteen years of age shall be employed more than eight hours a day, nor before 6 a. m. nor after 7 p. m., nor more than six days a week on war materials.

To recruit children of fourteen or sixteen years of age for industry is ignoring their future value as trained workers. Neither the patriotic desire to serve immediately nor the attraction of high wages should be permitted to draw children from school to work.

The Recreation Drive

These considerations prompted the Children's Bureau and the field division of the Council of National Defense to inaugurate and push forward a recreation drive through the coöperation of the state chairmen of child welfare and a group of some sixteen national societies.

A Patriotic Play Week was announced for the fall.

But when Patriotic Play Week is over, this will not be all that is to be done for recreation. Wisconsin has special plans for recreation institutes that are to continue until the whole state is trained to know the worth of organizing leisure-time activities. Many states are geting new playgrounds. A number are fostering community singing and pageantry. Six or seven are holding recreation exhibits at state fairs.

Teachers Asked to Help

The work of the school always profits through protection of the leisure time and the home time of children. Teachers who are interested to serve in this regard might well acquaint themselves with the work that has already been done in special communities. In each state and each community the Council of National Defense has a department of child welfare. Should it happen that little child welfare work has been done in your district, you will undoubtedly, as a worker among children, have suggestions calculated to stimulate that community's chairman into action.

THE FUEL SITUATION

The Ways and Means by Which the Fuel Administration Says Fuel Can Be Saved

We all are likely to be staggered by giant statistics. Perhaps we talk in terms of a dollars' worth of thrift stamps, but we enjoy hearing about the million dollar quota. We may think in terms of a bucketful of coal, but we like to know our saving contributes toward the three thousand tons necessary to send a fifteen thousand ton troop ship to France.

Coal, Steel, and Shells

This war of steel has made enormous demands on the fuel supply of the world, for every ton of steel requires five tons of coal in its making and transportation. We supply fuel to the industries which have almost over night turned into giant war machines, but we must also furnish fuel for an ever-increasing number of ships which have carried and will carry millions of our men to the fields of victory. We must furnish shells to the fighters. On the vast stores of shells that Pershing will store up for his swift and terrible drive into Germany, depends victory. But shells cannot be made for Pershing unless there is coal to produce steel to make the shells.

The earth holds more than three trillion tons of coal, of which America has large stores, but coal in the ground and coal in the bin form two different stories. The production of coal is being carried on at a high rate of speed, but increased production of coal cannot meet the vast war demands. Transportation facilities have also been improved, but with troop movements and increased production of almost all commodities needed for the war, railroads cannot do all that war conditions demand. The railroads themselves require millions of tons of coal. Coal is needed to transport coal.

COAL FOR VICTORY

Marshal Foch sent this message to the English miners: "Coal is the key to victory!"

The great war-genius, Marshal Foch, needs COAL.

Our miners are mining coal in amounts far exceeding all previous records—our own or those of any other nation of the world. Our railroads are distributing it as swiftly as overburdened roads can carry the coal cars.

Still there is not enough coal.

Out of your savings, if you use every possible method of fuel economy, can come COAL FOR VICTORY.

Will you save coal and thus hand the key of victory to Marshal Foch?

United States Fuel Administration

Home Saving Key to Victory

In spite of all that can be done in production and transportation, the fact remains that many million tons of coal must be saved in the households of the American people. It is something that *must* be done just as surely and determinedly as the private in the ranks *must* go over the top when the order is given.

Marshal Foch has said that coal is the key to victory. We can hasten the day for which we all long if we will listen to the plea to save every lump of coal possible. Shall we fail in the task intrusted to us? A hasty victory or a long war—which will you have? Help those who come within the radius of your influence to answer by pledging to make fuel saving an ever present thought in their minds.

Fuel Saving Directions

Train them in ways to save. Keep a list of ways on your desk, and emphasize each way every day. Explain carefully how the children can help save coal and how they can help their parents save.

Save coal:

By having a perfectly clean heating plant and cooking range.

By not starting a fire until it is absolutely necessary.

By keeping the rooms at a lower temperature and higher humidity thus making them more healthful.

By wearing warmer clothing.

By having sleeping rooms at lower temperature than living rooms.

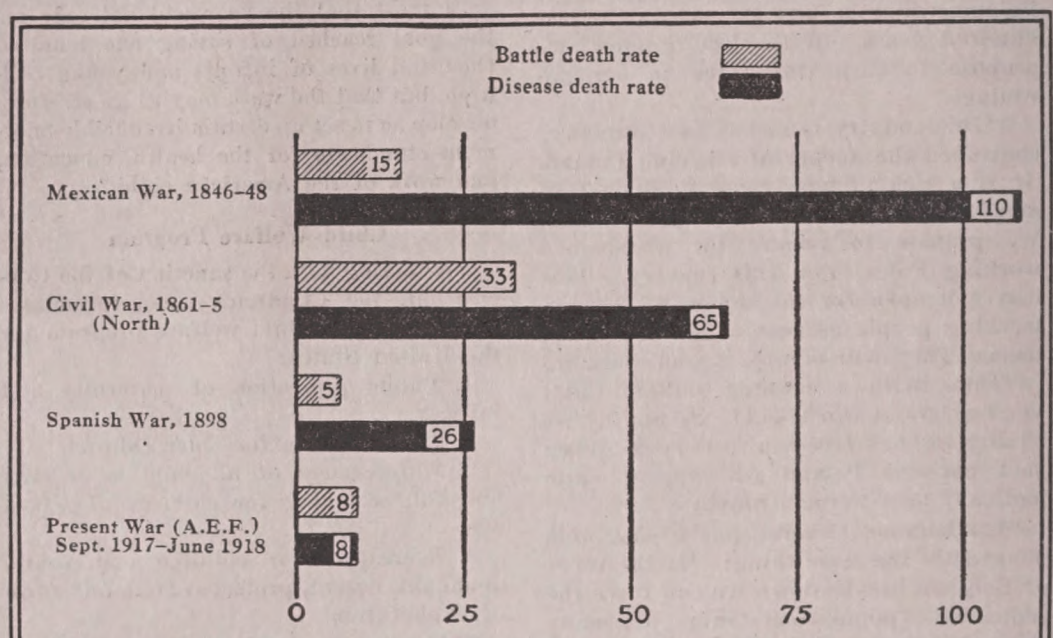
By cooking many dishes in the oven at once; by using a fireless cooker, a pressure cooker, or steamer, and by cooking certain dishes on the shelf within the door of the furnace.

By closing up air-leaks in the house, weather-stripping doors and windows, and having storm doors and windows.

By having efficient incandescent gas mantles and Tungsten electric lights.

By burning wood whenever it need not be transported by railroads.

By economy in the use of all articles and commodities that must be transported by railroads or steamboats.



Battle and Disease Death Rates for Each Thousand Troops in Present and Previous American Wars

FIRE PREVENTION DAY

The Four Minute Men Will Conduct a Nation-Wide Campaign to Lessen Fire Losses

November the second is Fire Prevention Day. Bernard M. Baruch, Chairman of the War Industries Board, has asked the Four Minute Men of America to conduct a nation-wide speaking campaign for fire prevention during the preceding week, from October 28 to November 1. In making this request, he says in part:

> The destruction caused by fire throughout the United States is a serious obstacle to war preparations. . . . Were we to have the active cooperation of the general public in reducing unnecessary fire hazard, it would be a material assistance to the production and conservation of war supplies.

Our annual fire losses exceed a quarter of a billion dollars, and they are increasing each year. Fifteen hundred buildings are damaged by fire daily. If the charred wrecks of a single year were each placed on a lot of 65 feet frontage, they would line both sides of a street extending from New York to Chicago. Worst of all, the per capita fire losses of the United States are inexcusably large. For 1913, the year of the latest available international returns, per capita fire losses were as follows:

The United States	$2.10
France	.49
England	.33
Germany	.28
Italy	.25
Austria	.25
Switzerland	.15
Holland	.11

Since more than three quarters of our losses are easily preventable, the proper observance of Fire Prevention Day should result in greatly decreased fire losses.

Bulletin No. 41 on "Fire Prevention" issued by the Division of Four Minute Men, Committee on Public Information, 10 Jackson Place, Washington, D.C., will be helpful to teachers planning a worth-while observance of Fire Prevention Day.

AMERICA MUST SHARE SUGAR

Food Administration Shows Why Sugar Supply for Allies Must Be Saved in the United States

Every good general knows that geography has a vast deal to do with waging war. During the progress of a campaign his maps are always at his elbow, his chief aid in forecasting his own strategy and counteracting that of his enemy.

This knowledge of geography serves him in many different ways: in choosing the ground best adapted for his plans of offense or defense; in his utilization of such natural bulwarks as rivers, forests, and hills; in menacing his enemy's lines of communication; and in having his own supply bases constantly as near to him as possible.

French and English and our own commanders find that the nearer they can keep their supply and food depots to the front, the less trouble and, more important still, the less time it takes to get food up to the troops.

Suppose it takes 100 motor trucks to carry up food for the soldiers in a steady stream from a town 50 miles behind the front. If that supply base is three times as far away, it will take 300 trucks to bring up the same steady stream of food in the same time.

America Nearest Supply Depot

Now imagine identical circumstances applying to the whole of England, France, or Italy, instead of merely to their armies. The matter of distance, that is, geographical accessibility, has the same importance here as in the field. Their food base must be as near as possible; for, just as it takes the army commissariat three times as many trucks to bring up the food from a point three times as far away, so it will require three times as many ships if England, France, and Italy have to get their food with the same constancy from a point three times as far away as their nearest possible supply depot. Just at present we are that nearest supply depot for the Allies.

Prize Winning Food Producer With Trophies and Picture of Prize Garden

Take the case of sugar, for that is a good example of how this problem of distance stands today. Where did England, France, and Italy get their sugar in the past? Where can they get it now? What can we do in the matter?

Old Sources of Supply Cut Off

England used to import some sugar from the British West Indies, and large quantities from Java; but more than half of England's total came from the German Empire. And now that supply is cut off.

France and Italy used to produce much of their sugar. Their production has now dropped to less than a third of what it used to be, owing to crop failures, the invasion of the German armies, and the destruction of the sugar beet fields and factories in northern France and Italy.

Accordingly, these three nations have available only two large supply depots to which they can turn for sugar: the United States, including the Cuban and Hawaiian crops, and Java.

Fewer Ships

It is true that there is a large quantity of sugar at present in Java. But if the Allies go there for it, they will be in precisely the same position as the army which has to triple its train of available motor trucks in order to bring up food from the supply base. In other words, the Allies would have to use three times as many ships to convey a certain amount of sugar from Java in a given period as they would if they could import the same amount from the United States, only one-third as far away as Java. Putting it differently, in the time it takes a ship to sail to Java and back, that ship might have been making three trips to the United States, once bringing soldiers, once guns and munitions, and once sugar.

Now, we have the sugar to send, provided we go on the basis of share-and-share-alike with the allied nations. A portion for each person not exceeding two pounds a month will put us on that basis, and we shall be sitting down at a common table with them so far as sugar is concerned.

WHY AMERICA MUST SAVE FOOD

	Average 3-year Pre-war Shipments in Tons	Shipped Year ending July 1, 1918, in Tons	Must ship Year ending July 1, 1919, in Tons	Increase this Year over Last Year in Tons
Meats and Fats (Beef, Pork, Dairy, Poultry and Vegetable Oil Products)	645,000	1,550,000	2,600,000	1,050,000
Bread Stuffs (Wheat and substitutes in terms of grain)	3,320,000	6,800,000	10,400,000	3,600,000
Sugar (From United States and West Indies)	618,000	1,520,000	1,850,000	330,000
Feed Grains (Mostly Army Oats).....	950,000	1,950,000	2,700,000	750,000
Totals.....	5,533,000	11,820,000	17,550,000	5,730,000

BOYS' AND GIRLS' CLUB WORK GROWS

With a start, only a few years ago, of a hundred or so children interested in club work, the boys' and girls' club movement under the auspices of the Department of Agriculture has developed, until in the North alone at the last report there were 614,531 young people doing club work, an increase of 207,893 over the preceding year of 1917.

With the entire country interested in food production and conservation the boys and girls through their clubs have materially added to the available supply. Eggs to the number of 35,370 dozen were produced by hens of club members in the North and 10,583 pigs were raised, giving a total of 1,797,196 pounds of pork to the country. Four hundred fifteen baby beeves were cared for with a result when they matured for 331,319 pounds of beef.

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STATE EDITORIAL BOARDS

State Editorial Boards, each consisting of five members appointed by the State Superintendents, represent the classroom teachers of the several States.

Waste is treason. To save is to serve.

The War Labor Policies Board refuses to sanction the employment of children under fourteen and protects those between fourteen and sixteen by wholesome restrictions.

At this critical time, the epidemic of "Spanish" influenza could easily become a national peril. The schools can do much to prevent its spread. Read and heed the appeal to teachers prepared for this issue by the Public Health Service.

Teachers will do well, we believe, to preserve their copies of NATIONAL SCHOOL SERVICE. The editors will find it necessary from time to time to refer to maps and articles in preceding issues. To reproduce these would be to take space that may better be used for new material. Many of the articles, also, have more than a temporary value.

Through NATIONAL SCHOOL SERVICE, every teacher in the United States becomes an agent of the Government. No institution is closer to the people than is the public school. If the teacher is thoroughly alive to the possibilities, through no other channel can the needs and plans of the Government be brought more clearly and more quickly to the attention of the people. There are twenty million boys and girls in our elementary and high schools—almost one-fifth of our entire population. By using the schools as media of communication, the Government may have a personal messenger for every four or five inhabitants. Every important message regarding loans, thrift, food conservation, fuel conservation, or any other war need, should be carried by the pupils to every home in the land.

This use of the schools as a means of communication between the people and their government lays upon the teacher a serious responsibility. Each message that the boys and girls carry to their homes must be formulated intelligently and intelligibly. It must be understood and appreciated by the messengers themselves. If this means anything, it means above all that the teacher must "know" the war—the issues for which it is being fought, the causes that brought it about, the progress of its events, the conditions that will make victory certain, the reasons why any peace that falls short of a victory which will secure the aims we have set would be, in effect, a defeat for our cause. This is only another way of saying that the teacher must know a great deal more about the war than the average citizen can be expected to know. The teacher should be, in a real sense, an "authority" on war information and the policies and plans of the Government. No member of the average American community bears a more serious responsibility for clear vision and straight thinking.

In the effort to insure the largest possible educational returns from the war work, the editors will need and welcome the coöperation of the teachers. If you have worked out a good method of organizing any phase of the war activities, or of connecting these activities with the regular school studies, will you not send an account of the plan to NATIONAL SCHOOL SERVICE, 10 Jackson Place, Washington, D. C.?

"Morale" means "all pulling together," each with every ounce of energy, enthusiasm, and loyalty that he can command. Modern armies have their "morale officers" whose duty it is to see that the energy, enthusiasm, and loyalty of the soldiers are kept at the highest possible pitch. The need for morale, however, is not limited to our fighting forces. We know that "coal will win the war" and that "food will win the war"; but it will take "civilian morale"—all pulling together to save fuel and food—to mobilize to the full these important commodities. In determining civilian morale, the schools of the nation occupy a most strategic position. It is for this reason that the Government recognizes the teacher as one of its most important "morale officers." It is for this reason that the Government expects so much of the teacher in the campaign for saving fuel and food.

There are thousands of teachers in the United States who do not subscribe regularly for a school paper. Many of these have learned from NATIONAL SCHOOL SERVICE, which is sent free to every teacher in the land, that a journal devoted even to a single type of school work—the war activities—can be helpful to them. But the war activities constitute only one part of the school work. Important as they are, they should not in any sense overshadow or belittle the regular school work. Every teacher needs a school journal of a more general character. Every teacher needs especially a journal that deals with the educational problems of his own state. He should keep in touch with state movements in education, with school laws, with the plans and policies of the state educational leaders, and with local organizations.

ALLIED TRIBUTES TO WOMEN WORKERS

Lloyd George Compliments the Women of England

If it had not been for the splendid manner in which the women of England came forward to work in the hospitals and munition factories, in administrative offices of all kinds, and in war work behind the lines, often in daily danger of their lives, Great Britain and, I believe, all the Allies would have been unable to withstand the enemy attacks of the last few months. For this service to our common cause, humanity owes them unbounded gratitude.

President Wilson Pays Tribute to the Women of America

This war could not have been fought, either by the other nations engaged or by America, if it had not been for the services of the women—services rendered in every sphere—not merely in the fields of effort in which we have been accustomed to see them work, but wherever men have worked and upon the very skirts and edges of the battle itself.

INDUSTRY SAVES TO WIN

War Industries Board Reports Savings in Labor and Materials to Help Clinch Victory

A true fairy tale of industrial economy is told in the savings of labor and materials effected through the efforts of the conservation division of the War Industries Board. The number of styles, varieties, sizes, colors, and finishes of manufactured articles have been greatly reduced. Styles and varieties that require more than the barely necessary amount of materials have been eliminated. Unnecessary accessories and fancy articles and adornments have been discouraged. Plentiful materials have been substituted for those that are scarce. Many manufactured products have been standardized to secure proper strength and durability with a minimum of material and labor.

Voluntary Agreements to Save

These savings result from agreements made between manufacturers and trade representatives under the direction of the War Industries Board. Just as we have had to save wheat and sugar for our armies and the Allies, so we have had to save such materials as clothing, steel, rubber, copper, and tin.

Typical Estimates of Savings

It is interesting to know some of the typical estimates of savings given out by the Division of Conservation. According to reports, 5500 styles and sizes of rubber footwear have been eliminated. The sizes and types of plows and other tillage implements have been reduced from 3000 to between 600 and 700. The varieties of farm wagons have been decreased in number by 80 per cent. Buggies have been reduced to one standard type. The number of sizes and types of pneumatic automobile tires has been reduced from 287 to nine. Important savings were also made by restricting the lengths and number of styles of shoes and clothing.

Savings Contribute to Victory

By discontinuing the manufacture of metal and other attachments for vacuum cleaners, it is estimated that 125 tons of aluminum and one million feet of rubber hose are saved annually. By discontinuing the manufacture of bronze and copper caskets, 175 tons of these metals were saved. Sixteen thousand tons of steel are saved annually by substituting zinc for sheet steel in the linings of refrigerators. Over 200,000 tons of steel will be saved this coming year by using pasteboard instead of tin containers for dry foods and tobacco. Three million yards of cloth, enough for a uniform for each of 900,000 soldiers, were saved last year by reducing the sizes of cloth and clothing samples. By packing six hats in a box instead of one, one manufacturer recently reported a saving in transportation space of 342 freight cars. Six hundred cars have been released for war shipments as a result of restoring 200 yards as the proper yardage of thread per spool. These are but a few of the savings effected in the realm of industry to help insure an overwhelming victory.

GERMANY AND AMERICA COMPARED BY CHILDREN

Girls in the history class of a New York high school recently compiled the following statements which contrast German and American ideals. Almost every nationality was represented in the class.

THE GERMAN EMPIRE	THE UNITED STATES
Government	
We Hohenzollerns take our crown from God alone. Who opposes me I shall crush. He who listens to public opinion runs a danger of inflicting immense harm on the state. KAISER WILHELM II.	It is for us the living to be here dedicated to the great task remaining before us; that government of the people, by the people and for the people shall not perish from the earth. ABRAHAM LINCOLN.
Foreign Relations	
Above all, uphold the following maxim: To despoil your neighbors is to deprive them of the means of injuring you. FREDERICK THE GREAT.	The same standards of conduct and of responsibility for wrong done shall be observed among nations and their governments that are observed among the individual citizens of civilized states. WOODROW WILSON.
All treaties are concluded on the tacit understanding "until conditions change." TREITSCHKE.	Observe good faith and justice toward all nations, cultivate peace and harmony with all. GEORGE WASHINGTON.
Small Nations	
Little states have lost their right to exist. For only that State can make a claim to independence which can make it good, sword in hand. DANIEL FRYMANN, 1914.	We deem the independence and equal rights of the smallest and weakest member of the family of nations entitled to as much respect as those of the greatest empire. ELIHU ROOT, 1906.
Might and Right	
God is always on the side of the strongest battalions. PRINCE LEOPOLD OF DESSAU.	Let us have faith that right makes might and in that faith let us to the end dare to do our duty as we understand it. ABRAHAM LINCOLN.
War	
Oh, if we could only have another war soon! GENERAL VON DER GOLTZ.	War is hell. GENERAL SHERMAN. Let us have peace. GENERAL GRANT.
The Foe	
Leave to the conquered but their eyes to weep with. BISMARCK.	With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us finish the work we are in, to do all which may achieve a just and lasting peace among ourselves and with all nations. ABRAHAM LINCOLN.
Conquests	
We need colonies, and more colonies than we have already, to give vent to our surplus energies without losing them and to make our motherland economically independent. THE COLONIAL LEAGUE, quoted in the DEUTSCHE REVUE, 1912.	We have no selfish ends to serve. We desire no conquest, no dominion. We seek no indemnities for ourselves, no material compensation for the sacrifices we shall freely make. WOODROW WILSON.

Rural Schools

FUEL LESSON FOR RURAL SCHOOLS

Use two or more morning exercise periods to give the whole school a lesson on fuel conservation. In preparing this lesson have the upper grades write first to the Educational Bureau of the U. S. Fuel Administration at Washington, D.C., for a bulletin entitled *Fuel Facts* which contains valuable information on the present fuel shortage. Write also for material to your state fuel administrator whose address may be found on page 62 of the above bulletin. Then embody the following outline and suggestions in this lesson.

Why is the world short of fuel? For information on this point see *Fuel Facts,* pp. 7, 8, 9, 16, 64.

Federal and State control of fuel. The Fuel Administration and what it has accomplished. See *Fuel Facts,* pp. 9, 14 to 18, 26 to 30, 38, 43 to 45.

What can country people do to produce and save fuel?

What Farmers Can Do

1. Use wood instead of coal. In timbered sections no farm house should burn coal this winter. In corn-growing sections cobs should be used to an increased extent.

2. Cut and saw quantities of wood to sell in neighboring towns and villages.

3. To solve the labor problem involved in cutting wood farmers may well coöperate in the purchase and operation of a wood saw. When this is impracticable one man can often purchase a saw and make good profits by sawing wood for the community.

What Farm Women Can Do

1. Economize on fuel by reducing the number of stoves used in the house this winter.

2. Keep water pans on all stoves. This will increase moisture, reduce the amount of fuel required for comfortable heating, and make the house more healthful.

3. Let all wood fires go out at night—except in severe climates.

4. Weather-strip doors and windows and in cold climates use storm doors and windows.

5. Wear warmer clothing within the house.

What Country Children Can Do

Primary children can gather chips and cobs and keep the family wood-box supplied with fuel. Teach young children, also, to go to sleep in the dark and thus conserve oil or electricity which are fuel in other forms.

Intermediate children can help in a variety of ways:

1. By locating all dead timber on the farm which should be cut and used for fuel this winter.

2. By collecting dead branches from creeks, ravines, and other places and piling them where they can be reached by wagons and teams for hauling.

3. By planting walnuts and other tree seeds for the production of a new crop of timber.

4. By practicing all the habits of thrift and conservation which help in saving coal; such as conserving light, heat, clothing, and food.

Older children should come to regard this problem with the understanding and appreciation of adults and should follow the fuel conservation practices of their parents.

Exercises On Fuel Saving

A variety of seat and lesson assignments may easily grow out of this lesson. The younger children can make shovel tags to be placed on shovels as a reminder of the need for fuel conservation; and red, white, and blue labels to be pasted on axe handles near the blade for the same purpose. Intermediate grades may write letters for bulletins giving information desired; prepare fuel-conservation booklets; and make fuel posters for cross roads or village store windows. Upper grades may make maps and charts showing the coal fields of the world, and the extent and causes of the present shortage. All this material should be saved and displayed at a community meeting on fuel conservation.

A CLIPPING BOX

The children in one country school have a big pasteboard box in which are kept clippings which they think are interesting enough to bring to school and talk over. The last set of clippings they had were collected to make their Fourth Liberty Loan chart. There were stirring slogans, pictures from the war zone and training camps, funny cartoons, the President's speech, anything the boys and girls thought would help the Loan over the top. And such fun as they had bringing them in, showing them, and telling about them. Have you a clipping box in your school?

INTERESTING LETTERS

Mrs. E. J. Everett, a rural teacher of Rock Lake, N. D., sends this communication:

"I have just received your copy of NATIONAL SCHOOL SERVICE and rejoice over its issue. It is just what we need. Our mailbox will be put up at once, ready for anything you may send. Our school enrolls only eleven children. We planted a war garden of potatoes last spring and have just dug forty-two bushels but are not half through. They are to be sold and the money put into our Red Cross fund. We are all Juniors—knitting, sewing, and doing as much beyond our bit as possible. The people of this community are very patriotic, and back up their patriotism with solid proofs in the way of Liberty bonds, War Savings stamps, and Red Cross donations. No Austro-German peace drive deceives them for a moment."

Miss Amelia Bottcher, of Salinas, California, writes: "We use NATIONAL SCHOOL SERVICE instead of the regular reading lesson once each week, and use its topics as compositions at least twice a week, so the paper is certainly performing its duty besides furnishing authentic war facts."

IOWA FARMERS FIRST IN LIBERTY LOAN

Rural Iowa was the first state to go "over the top" in raising its recent loan quota. Oregon, another rural state, came in second. All of which seems to justify Secretary Houston's prediction that the Fourth Liberty Loan would not fail for lack of support from American farmers.

THE BLACK WATCH IN RURAL SCHOOLS

Organize, in connection with your junior civic league a Circle of the Black Watch, as described elsewhere in this issue. Have at school a monitor of the thermometer, a monitor of the furnace or stove, a monitor of the water pan, and a monitor of the wood pile. The monitor of the water pan should see that there is always a pan of water on the stove, for a room is comfortably warm at a lower temperature when the air is moist than when it is dry.

Have the children select the offices they will fill at home, and make weekly or fortnightly reports to the Circle of the Black Watch.

A Black Watch poster, Black Watch badges, a Black Watch slogan or yell, will add to the children's interest.

WAYS TO SAVE SUGAR

Use fresh fruits without sugar.

Cook dried fruits without additional sugar; they already contain sugar.

Can more fruit without sugar; put up less jam and jelly.

Use less sugar in tea and coffee.

Avoid such sugar luxuries as candy, cakes, chewing gum, sweet drinks, and sodas.

Use honey, maple sugar and sirup, and other sweeteners when available.

Do not use desserts or other dishes that require much sugar.

COMMUNITY KITCHEN RUN BY CHILDREN

In Norfolk County, Massachusetts, a large community kitchen is operated successfully by the children of the neighborhood. Although the work is done by children under fourteen, 4469 jars of fruit and vegetables have been one result of its summer activities.

COMMUNITY ORGANIZATION MEETING

If it was found impractical to organize your community council at the Liberty Bond rally held October 11 or 12, arrange a second meeting in October for this special purpose, as suggested in the yearly program for local community councils in the last issue of NATIONAL SCHOOL SERVICE. For this organization meeting the following procedure is suggested:

1. Have a short talk on the war and why we must win, by any available speaker or citizen of the community.

2. Get another speaker to discuss war activities and show the need for local organization to promote these activities. In connection with this talk make a list of all Government activities in which local communities are asked to share. Write this list on the blackboard or on large paper where it can be read by all present.

3. Have a speaker present from the county council of defense, the woman's county committee, or some educational institution, to explain the organization of a local community council.

4. Discuss this talk. Then call for a vote on organization, and if favorable elect three officers, a chairman, vice-chairman, and secretary-treasurer.

5. When this is done, refer to the list of activities on the board and ask the newly organized council to elect a leader for each topic or activity. If it seems preferable the council may delegate the appointment of these leaders to the chairman. In either case a leader should be selected for each of the following topics: food conservation, thrift and bonds; Red Cross work; fuel conservation; child welfare; and patriotism and Americanization.

6. Explain to these leaders that their chief duties are three: *First,* to write to county, state, and national headquarters and collect literature and instructions for their respective topics.

For sources see list of war publications and helps in NATIONAL SCHOOL SERVICE for October 1, 1918.

Second, through brief reports to keep the community informed of important developments and Government instructions in their fields, and to distribute literature and posters at council meetings.

Third, to serve on a committee for formulating a community war program to be presented at the next meeting.

7. Cite examples of what other communities have done through organization. For stimulating instances of community activity and suggestive method of organization, study the bulletin, "Mobilizing the Rural Community," which may be had free from the Agricultural College at Amherst, Massachusetts.

8. As concluding features of this program arrange for some patriotic music, Hallowe'en numbers, and a social hour. Make, also, an appealing announcement of the next community council meeting which will be planned to formulate a war work program for the community and take up the question of fuel conservation.

Primary Grades

GUARD THE FOOD SUPPLY OF YOUNG CHILDREN

The necessity of guarding the food supply of young children is assuming every day a more critical phase as the war stringency increases and demands for conservation of foodstuffs become more urgent.

Authorities agree that there is practically no substitute either for milk or green vegetables in the diet of young children. Fish and chicken are better for children in many cases than are beef or other meats. Coarser cereals used for the sake of conserving wheat need very thorough cooking to be suitable for children. Of all the foods which it is necessary to conserve, sugar is the easiest to do without.

CAPTAIN OF THE SUGAR BOWL

Fred is seven years old. One brother is ten, another one is twelve. But Fred is the only officer in the house. He is Captain of the Sugar Bowl. He knows how much sugar every one in the house should have, for you know we are sharing our sugar with the boys and the Allies across the sea. It isn't fair for anyone to have more than his share. So every one who wants sugar in tea or coffee, on oatmeal or rice, must bring his cup or his plate to Captain Fred.

Sometimes there is sugar left in the sugar bowl. That is because the big brothers will say "No sugar for me this time," or "My sugar goes to the soldiers." Then Captain Fred laughs and says: "You're a good soldier yourself."

Hurrah for the Captain of the Sugar Bowl!—*Sarah Louise Arnold.*

FOOD BOOKS

1. Have children collect pictures of foods that make them strong and healthy.
2. Cut pictures ready for mounting.
3. Separate pictures into breakfast, dinner, and supper groups.
4. Mount the pictures.
5. Insert sheets with short stories written by children, such as "Milk makes me strong."

FIELD TRIPS FOR PRIMARY CHILDREN

Trips to fields, orchards, gardens and stores give a wealth of impressions and a rich fund of information as to the sources, care, and need of food.

A visit to a real store where real food is bought with real money would give the best basis for conversational lessons on food.

Two ideas should be brought out in primary schools: 1. Conservation of Food. 2. Proper food for children to eat, if they are to be strong and healthy.

HENRI'S LUMP OF COAL

Little Henri lived with his old grandmother in a tiny hut near the wood. Mamma had gone to work in a factory, and Papa, like the fathers of many other little French children, had died fighting for France.

"Help Grandmother all you can," his mother had said. And little Henri did what he could.

At harvest time he walked behind the reapers picking up the heads of wheat that were dropped by the harvest workers. At other times he gathered faggots at the edge of the wood so that his grandmother could make the kettle of soup boil.

It was the fourth winter of the war and their supply of coal was almost gone.

One day Henri came into the little hut with a single lump of coal.

"See, Grandmother," he said. "This is the very last lump." His grandmother started to put it on the fire, but little Henri took the coal and placed it on the mantel.

"Please, Grandmother, let's keep it for good luck," he said.

Every day as he fed the fire beneath the soup kettle with twigs and faggots he looked at the lump of coal and remembered the days when his father had built the fire with great shovelsful of black fuel.

And every day grandmother would say: "We'll keep this lump for a nest egg. It won't be long now till we'll have more. The American soldiers have come to help France."

Henri longed to see an American soldier and to talk with him about his own papa who had died on the field of honor.

One day a big man in khaki, a private in the American army, stopped at Henri's door. The little French boy loved him at once. He offered him his little dish of cherry sauce. While the soldier was eating he looked about the poor little hut. His eyes wandered from the pile of faggots on the floor to the lump of coal on the mantel.

"What is that little one?" he asked, with a smile.

"Our last lump of coal," replied Henri. "We keep it for good luck."

"And have you been cold?" asked the soldier.

"Sometimes," said the little boy, "but I gather all the faggots I can for Grandmother."

The big American held out his arms. Henri ran straight into them. As Henri snuggled close to his new friend he heard him say:

"You are a true patriot of France, my boy. Soon you shall have food and coal in plenty. I am proud that I can fight for you and for France!"

SAVE FUEL FOR A SOLDIER

Have each child name a soldier he knows in France. Let him tell the kind of service that soldier is in and any interesting bit he has gleaned from the soldier's letters.

After each child has chosen his soldier, let him pledge to save fuel to make steel shells for Brother Tom, or Cousin Jack, or the milkman's boy—whoever the soldier may be. Another week he may choose to save for some other soldier.

THE OCTOBER SAND TABLE

The October sand table may be arranged so as to show the farmer's grain fields and teach his help to the nation.

The table should show the fence, the field of corn shocks with pumpkins, and the field of growing wheat with a road along one side. Allow about 3/5 of the table to corn fields, the remaining to wheat.

Miniature corn shocks may be made of bundles of raffia tied as you find them in real shocks. Pumpkins may be modeled in clay and colored. The wheat field may be actually grown from wheat seed sown by children.

Lessons about the sand table should bring out the importance of the farmer's work, the uses of grain as food, the fact that many of the grain fields of Europe are now battle grounds, and the fact that America's fields must supply bread stuffs for the Allies.

MESSENGERS FOR UNCLE SAM

A young American soldier was decorated with the French Croix de Guerre, for bravery during a fierce battle. He had carried messages back and forth under a storm of shot and shell.

Over here as well as over there messages must be carried. In no way can the schools help more than by carrying messages for Uncle Sam.

Every school can be a relay station and every pupil a messenger when the Government has work for our people to do. Every home can be quickly reached if this army of messengers stands ready.

THREE FLAGS

Three splendid Flags,
  Like vivid flowers,
Unfold to-day
  From roofs and towers,
All up and down
  This land of ours.

On one, a Cross
  Of red and white
Shines from a field
  Of blue so bright—
The fadeless flag
  Of England's might!

On one the stripes,
  Straight as a lance,
Blue, white, and red
  Proudly advance
From left to right—
  The Flag of France!

The other flies
  Above the rest,
Striped red and white,
  With stars caressed—
The Flag we love
  Of all the best!

Three splendid flags,
  With one great aim,
To free the world
  From sin and shame,
For see—their colors
  Are the same!

O splendid flags,
  Red, White, and Blue,
Three cheers and three times three
  For You!

The poem, "Three Flags," may be dramatized by children. The entire class may recite the first and last two verses in unison. Have three children face the others. One holds the English flag, one the French and one the American. As each one recites his appropriate verse let him raise his flag and have the class salute it.

THE CHILDREN'S CODE

Boys and girls who are good Americans try to become strong and useful, that our country may become ever greater and better. Therefore they obey the laws of right living which the best Americans have always obeyed.

The first law is the Law of Health.

The good American tries to gain and to keep perfect health.

The welfare of our country depends upon those who try to be physically fit for their daily work. Therefore:

1. I will keep my clothes, my body, and my mind clean.
2. I will avoid those habits which would harm me, and I will make and never break those habits which help me.
3. I will try to take such food, sleep, and exercise as will keep me in perfect health.

CHILDREN'S PLAY AN ASSET OF THE NATION

"To be strong for victory, the Nation must let her children play," says Charles Frederick Weller, who as associate secretary of the Playground and Recreation Association of America, is aiding the recreation drive started by the Children's Bureau and the woman's committee of the Council of National Defense.

"No time nor money can be spared from war-winning activities. But the winning of the war depends on man power, and man power can not be sustained in any nation without health and wholesomeness in the children. Far worse than exhausting America's financial capital would be the exhaustion of child life, her man-power capital.

"England and France began as America has been tempted to begin, by letting the children pay too heavily for the war, in child labor, increased delinquency, overtaxed nerves, weakened bodies, and premature deaths. But England and France are already turning to lift war's burden from the children by giving them a chance to play. England began in January, 1917, granting government funds to local play centers. Can America do less?

Intermediate Grades

GOOD MORNING!

A Chat On Saving Clothes

The small French boy at school wears a black sateen apron, buttoned behind, box-plaited in front and close up to the neck. This seems funny to us. Do you know why he wears the apron? The French have always been noted for their strict economy and have devised this means of saving woolen clothes under the apron from tears and ink spots. We are not going to dress our boys in aprons but we are going to ask them to think of ways of being more economical with clothes so that the world's supply will go round.

If you are a boy write down all the "Don'ts" you can think of under the following heads: Caps, coats, trousers, stockings, shoes.

If you are a girl write "Don'ts" under these heads: Hair ribbons, dresses, stockings, shoes.

Shall I save the papers and next week give them back so that you may check up the "Don'ts" you have obeyed?

After you have written the "Don'ts," see how many "Do's" you can write, using the same or other more interesting topics.

THE BLACK WATCH

Are you a member of the inner circle of the Black Watch? To this society belong those boys and girls who pledge themselves to keep watch over the many ways in which to save black diamonds—for that is what we call coal these days.

Black Watch Officers

There are many officers in the Circle of the Black Watch.

The monitor of the lights sees that no unnecessary lights are ever lighted. He sees that the extra bulbs are removed in rooms where no bright light is needed. He sees that the most efficient gas or electric lights are installed. He replaces carbon filament electric lights with Tungstens. He replaces flat-flame gas lights with incandescent mantles. He sees that the windows are clean and that the shades are up early in the evening and on cloudy days.

The monitor of the thermometer sees that the rooms are not kept too warm. He knows the thermometer should not register above 68 degrees unless the doctor advises a higher temperature. He knows that, if the temperature is allowed to vary, an average temperature from 64 to 68 degrees is best

for health, provided there is the right amount of moisture in the air. So he is monitor, too, of the pans of water on the radiators or near the registers. He sees that they are kept full of water to supply humidity in every room.

The monitor of the furnace is the big brother who keeps the heating plant perfectly clean. He is also the ash sifter who gets every particle of unburned fuel from the ashes.

The monitor of the kitchen is the sister who helps mother save fuel in cooking.

All knights of the Black Watch wear warm clothing in order not to require such warm rooms. They sleep in cool rooms and dress in the warm living room. They are all rugged soldiers and follow mother's advice if she asks them to take cold baths. They all gather faggots to burn in the range or fireplace so that fuel may be saved in the furnace.

A monitor of the wood-pile is necessary in rural communities where wood is burned to save fuel.

SUGAR GEOGRAPHY

Teaching outline:

Why is there a shortage of sugar today?

What is sugar made of?

Where is it produced?

Where have the Allied nations got their sugar in the past?

What prevents their getting it from the same places now?

How can the United States help?

Where can the United States get sugar for her Allies?

How can each one of us help?

Material for use:

Use the map questions suggested below.

Use the indexes of your geographies. Find all the texts tell about sugar.

Study about the production of cane sugar and of beet sugar as described in geographical readers.

Use other articles on sugar in this issue.

SPEED, GENERAL ECONOMY

Time—Now. Place—Everywhere in U.S.A.

Enter Mr. Increase Production (a tired business man): Whew! I've been working as fast as I can, but in spite of it all I can't get fuel enough to manufacture Uncle Sam's shells in sufficient numbers.

Voice of Excess War Demands (calls from over sea): More coal, more coal to carry on the war!

Increase Production (in distress): What am I to do?

(Enter General Economy, a fine soldier.)

General Economy: So, Mr. Increase Production, you are in need of help, I understand.

Increase Production: Yes, listen!

Voice of Excess War Demands: More coal, more coal to carry on the war!

General Economy: It is a great problem to get enough. Let me call my aids to the rescue. Come, firemen, businessmen, housewives, children, everybody, come!

(Enter the workers called.)

Now, friends, our problem is this: Excess War Demands wants more coal. Miss Transportation and I have labored, never stopping, yet the cry still comes from overseas. Hear!

WAR SAVINGS SOCIETIES IN SCHOOLS

More than fifty per cent of all War Savings Societies are in schools.

The schoolroom is the common unit of a War Savings Society.

To organize a new War Savings Society ask your State Director of War Savings for an application, booklets, and blanks.

All War Savings Societies formed last year should be reorganized. Pledge each member in order to reawaken the patriotic influence.

Give complete information including names of organizations and officers of any new War Savings Society, any that has ceased to exist in your school or that has been reorganized with a new officer.

Voice of Excess War Demands: More coal, more coal, to carry on our war!

General Economy: If every man of you from this moment saves every lump of coal he can, we will comfort the voice from over the sea and the war will be won. (The crowd talks together. At last a spokesman for the crowd steps out.)

Spokesman: We will save for Excess War Demand that his demand for fuel may be satisfied.

General Economy: Thank you, my boy. Well, here comes old Squire Woodpile to join the ranks.

(Squire Woodpile, a farmer, eyes atwinkle, comes on.)

Squire Woodpile: Sure, all get in line. I'll show you how to save and cut wood, too. Get in line.

(They file off with a shout for Squire Woodpile.)

SCENE II—Later

(Enter General Economy and Mr. Increase Production, both cheerful.)

General Economy: Now, Increase Production, see what Squire Woodpile and all the coal-savers in this land have done! Wait, I have an official report to read to all our helpers. (Calls.) Come, friends of Increase Production, come! (The same crowd as before comes in; Squire Woodpile in the lead.)

General Economy: Friends, we have saved coal. Squire Woodpile, I have the honor to decorate you. (Squire Woodpile steps out to receive his decoration.)

General Economy: All attend. I have heard from overseas that the coal supply has been increased by your saving. In fact, I have heard that Victory herself is on her way to Allies. Of course she is some distance off, but if this great army holds to its tasks she will be sure to arrive sooner than we expected. Excess War Demand, what say you?

Voice of Excess War Demand: Coal, saved by loyal workers, will help us bring Victory to the Allies!

HOW IT LOOKS TO THE CHINESE BOY

Chinese boys are reading today from a little book issued by the Educational Department in Hong Kong. This book, published with the English on one page and the Chinese opposite, gives that nation's point of view of the great war.

Here is one lesson:

Kultur

The real reason for the war is that the Germans wanted to dominate the whole world.

The Germans themselves give two reasons:

(1) "We were forced to defend our country because it was attacked."

Everyone, including the Germans themselves, now knows that this is a lie. Here is their second reason:

(2) "German *Kultur* is good. We want to give German *Kultur* to the world. If the world does not want German *Kultur*, we want to force the world, for its own good, to adopt it."

Kultur is the name given by the Germans to their own form of education and government. German *Kultur* may, perhaps, be a very good thing for the Germans, just as Chinese dress is a very good thing for the Chinese.

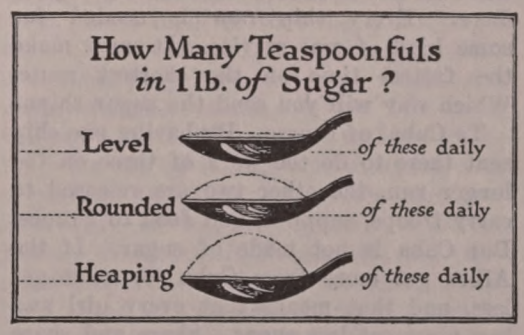
But even if Chinese clothes were the very best clothes in the world, is there any man in China who would be willing to murder half the world in order to compel the other half to wear the Chinese costume?

One boy in the room may play visitor from China and read the above. Discussion may follow. Prove that the reasons given by the Chinese are correct and those of the Germans wrong.

Sing a song of war-time,
A country full of camps—
Fifty million patriots
Buying Savings Stamps.

ONE DAY'S SUGAR

Have you a glass or tin half-pint measuring cup? Fill it with dry sand. Play the sand is sugar. Let the children measure to find out how many teaspoonfuls there are. Have them find out from their mothers at home how many measuring cups a pound of sugar will fill. Then how many teaspoonfuls of sugar are there in one pound? If you use two pounds of sugar a month, how many teaspoonfuls do you use? How many teaspoonfuls a day?



Make a poster like this, filling the blanks with the answers you have found.

"DON'T WRAP IT UP"

If every boy or girl who goes to a grocery, dry-goods, or hardware store would say when buying articles already in wrappers or containers, "Don't mind wrapping it, please," there would be saved thousands of tons of materials and chemicals now needed to help Pershing beat the Germans. The Government is asking the help of every boy and girl to do his or her share, and this is one of the many ways. Isn't the cereal just as good, isn't the chocolate just as tasty, and isn't the soap just as cleansing without the added wrapper? If every pupil will carry this message home to mother there will be 20,000,000 paper bags saved every day! Will you do it for Uncle Sam?

Save paper! Use as little of it as possible and never waste it. Do not burn it, for today burning paper is treason. Do you know that it takes trees, coal, chemicals, and men to make paper? Just think, if you used both sides of a piece of paper when doing your home-work, or if you carried a market basket when running errands for your mother or neighbor, how many things you would be saving to help your big brother over in France! You would save tons of paper with not a single tree cut down; not a pound of coal mined; not one ounce of the precious chemicals, needed to fight the Germans, used; and not a hand turned over to make it. This is magic in which all can share.

Dear Children:
"I don't like" and "I refuse,"
Are words which soldiers never use.
So if, as far as you are able,
You'll eat what's set upon the table,
I'll reckon you as soldiers, too,
And gracious! I'll be proud of you!
—*Uncle Sam.*

TAKE OUT YOUR MAPS

Find England, France, Italy, Belgium. These countries need sugar.

Find Cuba, Porto Rico, Jamaica, South America, Hawaii, Philippines, Formosa, Java, Australia, British India, Mauritius. These places produce sugar.

Start from Liverpool and trace the voyage of a ship to Java. Load it with sugar and trace the return voyage to Liverpool. Now trace a trip from Liverpool to Cuba.

A ship can make three trips to Cuba in the time it takes to make the long trip to Java. Every ship now is needed for some kind of war service. It must make the fastest time on the shortest route. Which way will you send the sugar ships?

To Cuba, of course. By having one ship sent there to do the work of three on the longer run, the other two are released to carry troops, supplies, and food to France. But Cuba is not made of sugar. If the Allies get more from Cuba we must get less, and that means that every girl and boy must eat less sugar. Share and share alike is the word. We "sit at a common table" with our associates in the war.

Upper Grades and High School

A STUDY OF THE GREAT WAR

Growth of Nationalism in Other Countries than the United States

Aim of the group: To show that two positive forces in politics in the 19th century were democracy and nationality. These three lessons may be given from 30 to 45 minutes each.

A Study of Germany

Aim: To show how the petty states in the centre of Europe became the German Empire of today.

Preparation: Review briefly the steps by which the thirteen colonies established the government of the United States with democracy as a basis. Trace the steps by which Germany has built the autocracy of today.

Presentation: First step: Map showing Germany before Napoleon's time—about 300 petty states, ranging in size from duchies the size of Texas, down to tiny states not larger than a small farm; the only unifying bond, common speech; consolidation by Napoleon (number of states reduced to about 40); Austria and Prussia the largest and most important. Second step: Union for commerce; Prussian customs-union *(Zollverein)* in North Germany (compare with Confederation in United States.) Third step: Rise of Prussia; accession of William II; Bismarck as chancellor; his policies: exclusion of Austria from the Germanic Confederation, aggrandisement of Prussia; his methods (1) at home, over-ruled legislature, reorganized armies, (2) abroad, 3 wars in 7 years (Denmark, Austria, France). Fourth step: Formation of the German Empire, 1871.

Italy and Austria-Hungary

Italy

Aim: To show the unification of Italy.

Preparation: Recall the condition of Germany before the consolidation. Use map to show the eight Italian states.

Presentation: First step: Stirring of ideas of democracy; secret societies; attempts at revolution (1820, 1830, 1848) unsuccessful. Accession of Victor Emmanuel II; Cavour as minister; policies (1) at home, to foster progressive methods in agriculture; (2) abroad, to secure close trade and political relations with England and France. Second step: Acquisition of territory.

1. Cavour arranges an alliance with Emperor Napoleon III (Louis Napoleon) of France against Austria (1859); obtains all of northern Italy except Venice.

2. Addition of Sicily and Naples through the effort of Garibaldi with his red-shirted volunteers.

3. Alliance with Prussia against Austria in 1866; obtains Venice.

4. Rome under guard of French troops; troops withdrawn after overthrow of France in 1870; Rome occupied by Italian army. Third step: Victor Emmanuel proclaimed King of Italy, after having been elected by the votes of the people of Italy.

Austria-Hungary

Aim: To show how Austria was forced by her losses to look for an ally.

Preparation: Use map to recall Austria's losses to Italy. Recall her expulsion from the German Confederation.

Presentation: First step: Reverses at the hands of Prussia, France, and Italy, and revolution at home in Bohemia and Hungary, showed necessity for new kind of government.

Second step: Union of Austria and Hungary under rule of Francis Joseph; politically independent of each other, but united towards foreign nations (union somewhat similar to the United States under the Confederation).

Third step: Austria, faced in the west by France and Italy and in the east by Russia, which was jealous of the growing nationalism of both Germany and Austria; approached by Germany with conciliatory offers of alliance and protection. Dual alliance between Germany and Austria-Hungary formed (1879).

Canada and France

Canada

Aim: Using Canada as a type, to show the development of self-government in the colonies of England.

Preparation: Use map to show Upper Canada (Ontario) and Lower Canada (Quebec). Recall the government of Massachusetts and Virginia before 1776, noting particularly the appointment of the executive by the crown and the control of the assembly over finance.

Presentation: First step: The accession of Queen Victoria (1837); revolt; union of two provinces and "responsible" ministry (1839); similar government granted to Australia (1850).

Second step: Organization of the Dominion of Canada (1867); all provinces except British Columbia, Prince Edward's Island, and Newfoundland; incentive, fear of seizure by United States after the Civil War (compare with effect of French and Indian War in uniting colonies); a federal state (similarity to government of United States—two houses in the federal legislature, each state its own legislature and governor); governor general appointed by England—"responsible ministry"; Australia likewise organized into a federal State in 1901.

France

Aim: To trace the steps by which France became the united nation of today.

Preparation: Recall the date of the

French Revolution and form of government of France under Napoleon Bonaparte. Recall the establishment of autocracy in Germany.

Presentation: First step: Downfall of Napoleon; re-establishment of former dynasty (brother of Louis XVI chosen as King); unsatisfactory government; spirit of revolution, 1830 and 1848.

Second step: Republic of 1848; coup d'etat (1851); establishment of the second Empire under Louis Napoleon; wars with Russia, Austria, and Italy.

Third step: War with Germany, 1870; loss of Alsace and part of Lorraine.

Fourth step: Establishment of the Republic; reorganization of the army.

OUR RED CROSS

Charts, bibliographies, references, tables, and general information will help the teacher make clear and vivid to her pupils the special November Junior Red Cross program, "Our Red Cross." To familiarize every boy and girl with the history, present scope, and organization of the Red Cross; to fit the Red Cross into its proper niche in the government war program; to show as much of that program as the child can grasp; to bring discussion of all phases of the war situation in this country into the school—these are the aims of this November topic, "Our Red Cross."

Junior Four Minute Men Contest

Following two months of enlistment and organization, and preceding the Christmas roll call, its further purpose is to aid in the process of assimilation of the hundreds of thousands of new Junior Red Cross members and to pave the way for the Junior Four Minute Men Contest on "Why You Should Join the Red Cross," which December will bring.

Prize Poster by John Schmidt, Buffalo, Winner National Grammar School Contest

Over the grave of a British soldier fallen in France is placed this epitaph:

"When you go home, tell them of us and say,

"'For your tomorrow they gave their today.'"

PEACH PITS AGAINST POISON GAS

The boys and girls have been so busy collecting peach pits and other raw material for making charcoal for gas masks that the total number runs into the millions and millions. One collecting agency on one day recently sent a shipment of eighteen barrels or approximately a million and a quarter peach pits, to the factory where they are turned into charcoal.

Pits, nut shells, and similar material make the best grade of absorbent charcoal ever produced for use in the respirators of the gas masks that keep our soldiers from being overcome by the poisonous vapors sent over by the enemy.

How Does Charcoal Act?

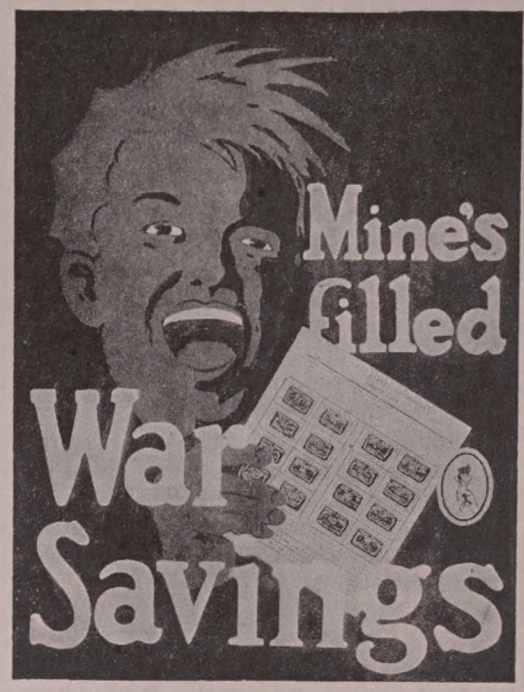
Charcoal is composed of enormous numbers of tiny cells, each separated from the other by a thin wall of what in the raw material was woody fibre but which has been changed into carbon by the process of baking which the shells and stones go through. The woody material is composed of two kinds of material, one gaseous which is driven off by the baking process, and the other solid, most of which is carbon or charcoal and which remains in the oven or retort. This charcoal retains the original cell-structure of the pit or shell and is full of the fine openings or pores that have the very remarkable property of absorbing large quantities of certain kinds of gases. Good charcoal will absorb as much as five hundred times its bulk of some gases. The finer the grain of the wood and the more compact it is, the more absorbent the charcoal made from it.

The charcoal is placed in the canister of the gas mask, and when the soldier draws in the air poisoned with the gas, the highly active carbon absorbs the poison gas but takes up very little of the air itself.

The Best Charcoal for Masks

It is important that the carbon or charcoal should be hard and dense, like that made from peach pits and nutshells, because the harder and denser the charcoal the more gas it can absorb. Charcoal from cocoanut shells will absorb poison gas for eight hours and that from peach pits for six hours, while the charcoal made from ordinary wood will last scarcely any time at all.

The carbon cannot take out all the poison gas from the air, but must be helped by chemicals. It is desirable, however, to use all the carbon possible instead of chemicals: first, because charcoal is more easily handled than chemicals; second, because when the charcoal has absorbed all the gas it can, its original absorbing properties may be restored by taking it out of the mask and baking it again.



Prize High School Poster, Designed by Edwin Tressy, Cleveland

SALVAGING WRECKED SHIPS

It may be interesting to know that many of the ships torpedoed by the Kaiser's U-boats have been salvaged and put back into service. A special department of the British Admiralty is equipped for this service, and from October, 1915, to May, 1918, over 400 vessels were floated, towed into port, and repaired. Most of these vessels are of considerable size. The work of raising ships has been extended from operations in British waters, to the Mediterranean, and other important trade routes.

BOY SCOUTS TAKE CENSUS OF STANDING BLACK WALNUT

The Boy Scouts of America have located and reported 14,038,560 board feet, or about 3,667 carloads, of standing black walnut timber in answer to an urgent call issued by President Wilson when Government plants reported that the country had been almost stripped of its black walnut. Air-plane propellers and gun stocks are made of black walnut because this wood will not warp and because it will not splinter when hit by bullets and shrapnel. As a part of their regular service the Boy Scouts of America, in coöperation with the Bureau of Air Craft Production, the Ordnance Department, the Forest Service, and the Council of National Defense, recently made a rapid survey which otherwise would have cost the Government many millions of dollars.

CHRISTMAS PACKAGES FOR SOLDIERS OVERSEAS

Every American soldier overseas will receive one package of Christmas gifts from the United States, according to a plan worked out by the officials of the War Department, the Postoffice Department and the American Red Cross. Under the plan each soldier will receive a Christmas parcel label with instructions to mail it to the person in this country from whom he wishes to receive a holiday box. The official instructions for sending Christmas boxes to our soldiers are, in part, as follows:

Christmas parcels must be placed in regulation cardboard boxes. These boxes will be provided to holders of labels, by the American Red Cross. They may be obtained at Red Cross chapters or branches after November 1.

No Message With Box

With each box will be given complete instruction regarding the articles which may be sent and a list of articles which are barred by the postal authorities. No message or written material of any kind will be allowed to go into the boxes.

Send Before November 20

Do not mail the box yourself. When packed, the box should be taken to the nearest collection station designated by the Red Cross, unsealed, and unwrapped, ready for inspection. Red Cross representatives are authorized to remove objectionable articles from parcels. Shippers will then affix sufficient postage on their parcels to carry them to Hoboken, N. J. The parcels are to remain in the custody of the Red Cross until delivered to the postal authorities.

No Christmas parcel will be accepted by the Red Cross for shipment after November 20.

UNITED WAR WORK CAMPAIGN

"Give me nine men who have a hut and I will have a more effective fighting force than if I had ten men without it."

These are the words of Lieutenant Colonel E. S. Wheeler in a report to General Pershing concerning the work of the war service agencies which have done so much to keep our soldiers overseas happy, contented, and enthusiastic for victory. The agencies authorized to provide comfort, cheer, and entertainment for our soldiers overseas are:

Young Men's Christian Association
Young Women's Christian Association
National Catholic War Council
Jewish Welfare Board
The War Camp Community Service
The American Library Association
The Salvation Army

On the authorization of President Wilson the United War Work campaign has been organized under the direction of Dr. John R. Mott, chief executive of international Young Men's Christian Association, to raise the sum of $170,500,000 to be apportioned among these organizations for army welfare work. The campaign will be held the week beginning November 11. The teachers should send at once the notice of this United War Work campaign through the children to every home in America.

CHILDREN TO CARRY MESSAGES FOR UNCLE SAM

Our schools are fully aroused to their part in winning the war. A most effective way in which they can help has just been outlined by the Emergency Commission of the National Education Association.

This Commission proposes that the Government messages, which are intended for the instruction of the people, shall be carried through the schools as a part of the day's work. The message which comes from the Government either through the newspapers or by special bulletin, can be written on the blackboard, copied by the pupils, and carried home after school.

By this means every home can be reached, for those having no children in school can be assigned to pupils from neighboring houses.

In the upper grades, the message can be discussed in the English Class; in the lower grades, the language lesson seems a fitting place. It will sometimes be given to the entire school together at assembly. The older pupils may write the message for the little ones. All this will depend upon the plans made by the local schools.

We think with pride of our army across the sea, marching to victory. Our hearts go out to them and we long to help as they go. And we shall love to think of the youthful army that covers this wide land, trudging home after school with the message from Uncle Sam.

PRIZE CONTESTS IN HISTORY

The National Board for Historical Service has announced that the committee appointed to read the essays written by high school teachers to which the first prize was given in the recently conducted State contests, has awarded the additional prize of $75 to Elmer W. Johnson, Roselle High School, Roselle, N. J. Second and third places are given respectively to Gilman H. Campbell, Rochester, N. H., and Theodore C. Blegen, Milwaukee, Wis.

Professor Herman V. Ames, University of Pennsylvania, chairman; Professor C. H. Van Tyne, University of Michigan; and Mr. Arthur W. Dunn, of the U. S. Bureau of Education, formed the committee of award in this interstate contest in which sixteen states were represented. Over 650 essays on the subject, "Why the United States is at War," were submitted by the public school teachers in these contests.

PUBLICATIONS OF COMMITTEE ON PUBLIC INFORMATION

I. Red White and Blue Series

How the War Came to America. 32 pages. (Translations into German, Polish, Bohemian, Italian, Spanish, Swedish, Portuguese and Yiddish.)
National Service Handbook. 246 pages. (15 cents.)
The Battle Line of Democracy. A collection of patriotic prose and poetry. 134 pages. (15 cents.)
The President's Flag Day Address, with Evidence of Germany's Plans. 32 pages.
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War Cyclopedia: A Handbook for Ready Reference on the Great War. By F. L. Paxson, E. S. Corwin, and S. B. Harding. 321 pages (25 cents.)
War, Labor and Peace: Some recent addresses and Writings of the President. American Reply to the Pope; Address to the American Federation of Labor; Messages to Congress of Dec. 4, 1917, Jan. 8, and Feb. 11, 1918. 48 pages.
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The Activities of the Committee on Public Information. By George Creel, Chairman of the committee.

III. Loyalty Leaflets

Friendly Words to the Foreign Born. By Judge Joseph Buffington. (Translations into the principal foreign languages are in preparation.)
The Prussian System. By F. C. Walcott, of the United States Food Administration.
Labor and the War. President Wilson's Address to the American Federation of Labor, November 12, 1917.
War Message to the Farmer. By President Wilson.
Plain Issues of the War. By Elihu Root, Ex-Secretary of State.
Ways to Serve the Nation. A Proclamation by President Wilson.
What Really Matters. By a well-known newspaper writer.

IV. Miscellaneous

Germany's Confession. A summary of the Lichnowsky Memorandum.

V. Official Bulletin

(Published daily; price, $5.00 per year.)

The above publications are distributed *free*, except as noted. *Address,* Committee on Public Information, Division on Civic and Educational Publications, 10 Jackson Place, Washington, D. C.

U. S. Bureau of education. Division of educational extension.

NATIONAL School Service

PUBLISHED BY THE COMMITTEE ON PUBLIC INFORMATION

VOLUME I | WASHINGTON, D.C., NOVEMBER 1, 1918 | NUMBER 5

THE UNITED WAR WORK CAMPAIGN

Government Recognizes Seven Volunteer Organizations to Minister to Troops at Home and Overseas

Equalling if not surpassing in significance the world's congress of religions is the United War Work campaign which is organized for the purpose of raising $170,500,000 to carry on the war work of the seven officially recognized volunteer organizations which are ministering to the needs of our troops at home and overseas. These organizations are the Y. M. C. A., the Y. W. C. A., National Catholic War Council, Jewish Welfare Board, the American Library Association, the War Camp Community Service, and the Salvation Army.

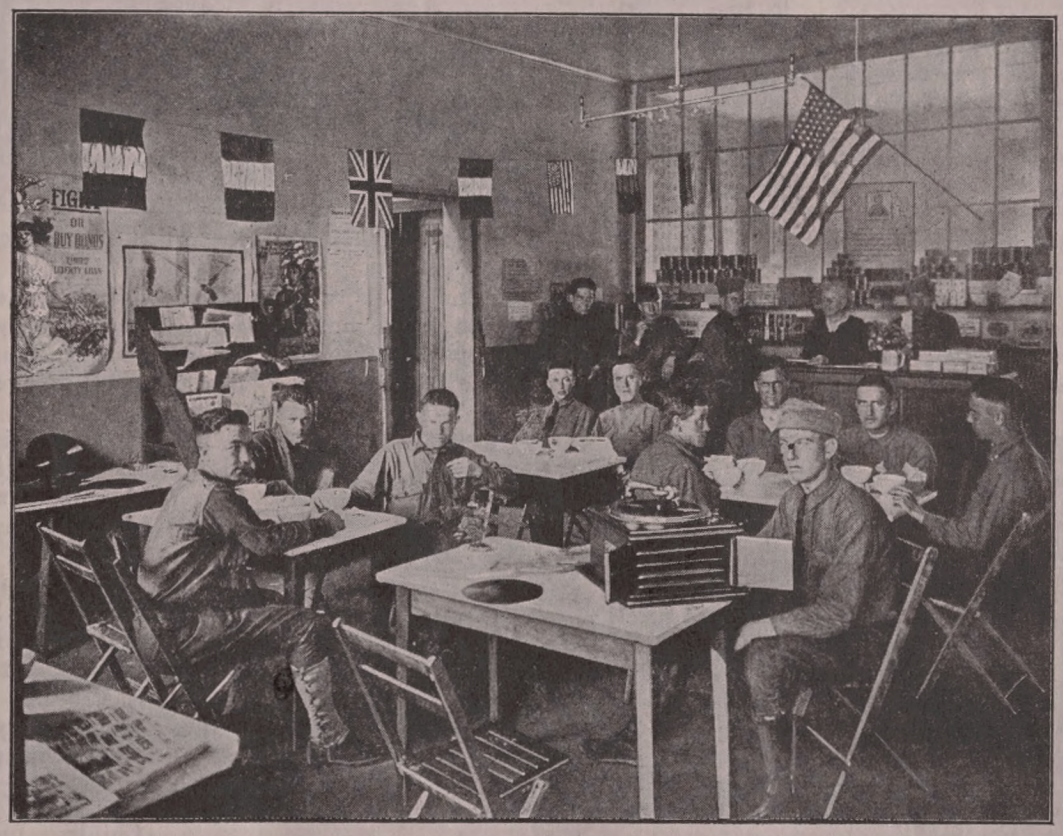
The Campaign

"Our soldiers overseas are fighting the battle for democracy with a spirit and morale unexcelled in any other army," declared President Wilson in commenting on this campaign. "Through the work which these seven organizations are jointly conducting, America is expressing our whole-hearted support of our troops in camp and in the lines, and her anxious desire that the fine edge of their training as fighting men should be maintained. The activity of these organizations, therefore, in mobilizing the home, the club, and the church behind the army is of vital military value and will be of the most essential value in effecting the result. The United War Work Campaign of these societies is merely another indication of that unity of spirit as a nation that is making it possible for us to win the war." Such is the importance attached to this campaign by the commander-in-chief of the American armies.

That the public might be relieved from the burden of an unnecessary number of campaigns for patriotic funds, President Wilson advised a joint campaign to be participated in by these seven volunteer organizations, November 11 to 18, for the purpose of raising the necessary funds.

Homes Back Clean Army

Dr. John R. Mott, international leader of the Young Men's Christian Association, is director general of the campaign acting in coöperation with a national executive committee of thirty-five, representing the seven different organizations. Thus Jew and Christian, Catholic and Protestant, are combined in a great war work campaign to put the American home, with home comforts and cheer, back of what Dr. Mott has happily called "the cleanest army that ever marched."



A Schoolroom in France, Used First to Shelter French Troops, Now a Y. M. C. A. Canteen

The fund of $170,500,000 collected in this campaign is to be divided among the seven participating organizations on a pro rata basis in such proportion as the budget of each organization bears to the combined budget.

Apportionment of Funds

The apportionment is as follows:

Young Men's Christian Association	$100,000,000
Young Women's Christian Association	15,000,000
National Catholic War Council	30,000,000

(Continued on page 2)

THE GERMAN SCHOOLS AS NURSERIES OF AUTOCRACY

German and American Systems of Education Contrasted

How has it been possible for the ruling class in Germany to hold seventy million people to a war program which has not only subjected them to suffering and sacrifice, but which also has condemned them to the wrath of an outraged world? By far the most satisfactory answer to this question is to be found in the organization of the German schools. Indeed, the striking contrasts between autocracy and democracy are at no point more clearly revealed than in the differences between the German system of education and a democratic system like that of the United States.

Caste System

In Germany, there are really two separate and distinct systems of schools. For the children of the masses, there are, first, the "People's Schools." These correspond very closely to the first eight grades of our American schools. About ninety per cent of all of the children attend these schools between the ages of six and fourteen. The program of studies includes the subjects that we ordinarily associate with elementary education—reading, writing, arithmetic, the mother-tongue, geography, and history. In addition to these subjects, the German schools lay very large emphasis upon religion. All of the subjects, including religion, are so taught that the "greatness" of Germany, her "destiny" as a world-dominating nation, and the "wonderful" achievements of her rulers are emphasized at every point. Thus the children from their earliest years are accustomed, not only to unquestioned obedience to the ruling powers, but also to the idea that these

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THE UNITED WAR WORK CAMPAIGN

(Continued from page 1)

Jewish Welfare Board..	3,500,000
War Camp Community Service	15,000,000
American Library Association	3,500,000
Salvation Army.....	3,500,000

No subscription will be solicited for any one organization. If individuals prefer to contribute to any particular organization the contribution will be credited to the fund of that organization but shall be considered as a part of the total to which the organization is entitled.

One hundred seventy million five hundred thousand dollars means less than one dollar a week for the comfort, cheer, and entertainment of each of the boys of our Army and Navy. What miracles of morale these few dollars perform in bringing to our boys daily reminders of the confidence and affection of the folks back home!

What the Fund Does

Here are a few of the things this sum of money will continue to make possible:

More than 36,000 separate huts, clubs, hotels, restaurants, hostess houses, warehouses, and garages are now used by these organizations in addition to the hundreds of buildings occupied in peace times.

In camps and cantonments there are 842 libraries and 1547 branches containing a total of 3,600,000 books and 5,000,000 copies of periodicals.

More than 125,000,000 sheets of writing paper are furnished free to the soldiers every month.

The copies of the Scriptures and other books sent abroad, if piled one upon the other, would make a pile more than 20 miles high.

More than 500 tons of supplies for the boys leave our ports every week.

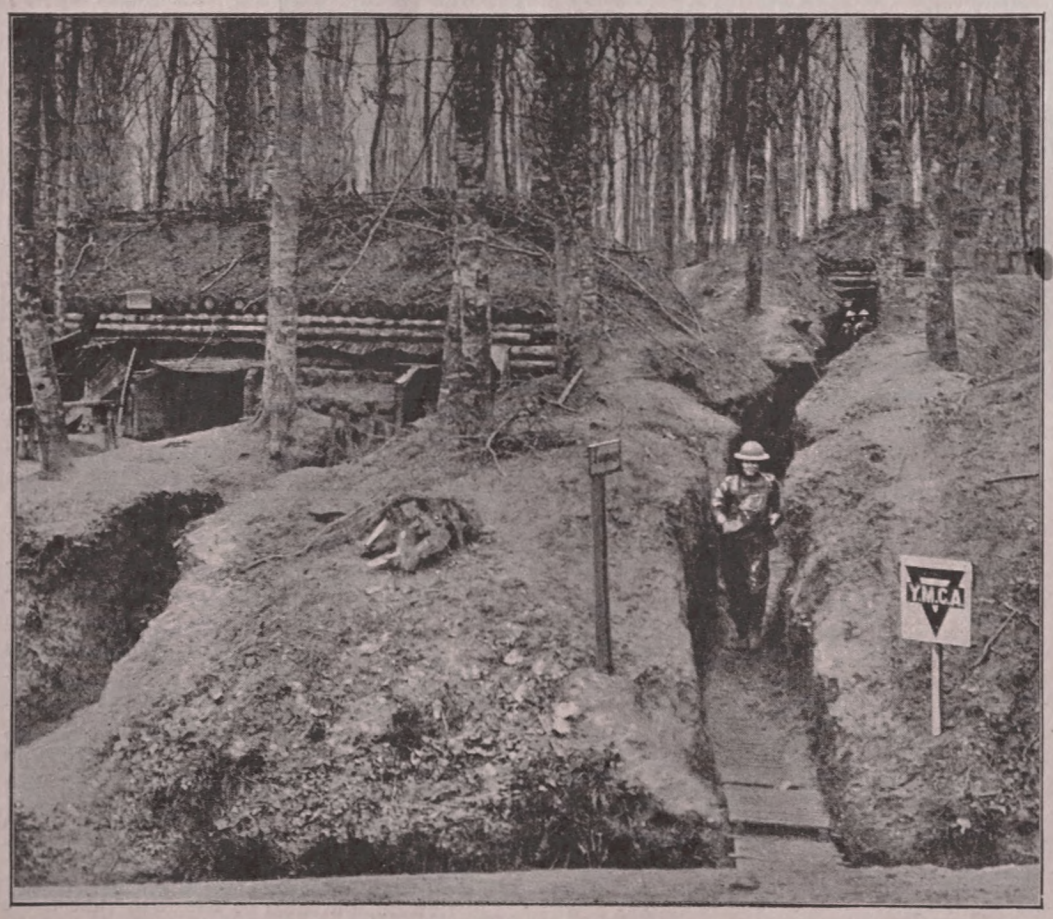
An average of 100 of the best actors and actresses in America are touring the huts in France all the time.

More than a thousand athletic directors abroad, and an equal number in America, direct the recreations of our soldiers.

On an average more than 15 miles of moving picture films are shipped to France weekly. The attendance at the free motion picture shows averages 2,500,000 a week.

In short, wherever you find a soldier or sailor you find the evidence of the loving care of the folks at home expressed through the medium of one of these organizations.

Salvation Army Girls Baking Pies for Soldiers at the Front



Y. M. C. A. Canteen Dug-out 150 Yards from the German Lines

VICTORY BOYS AND VICTORY GIRLS

Every boy and girl in America is challenged to serve and to sacrifice during the United War Work Campaign which is organized to raise $170,500,000 to provide for the comfort and happiness of our soldiers and sailors. A special opportunity is extended to boys over 14 years of age to become Victory Boys, an organization which has as its slogan "A million boys behind a million fighters." Similarly, girls over 14 years of age are urged to become Victory Girls.

These two organizations belong to the "Earn and Give" division of the United War Work Campaign. When a boy or girl enrolls in either organization he or she pledges to earn and give a stated sum for war work. This means that no one is to give any money that he has not earned. The definite goal for Victory Boys is the securing of one million boys, each to earn and give at least $5.00. No one is allowed to secure gifts for any part of his pledge. He may use his savings provided they represent his own earnings.

Children Inspire Fighters

"What an inspiration it will be to each of our fighters," declared Bishop Muldoon, Chairman of the National Catholic War Council, "to know that one boy or one girl has earned and given $5.00 for his comfort and cheer. We cannot furnish an enlisted man no better proof of the solid backing of a closely united nation."

Every teacher in America who has boys and girls eligible to these organizations should coöperate with the local campaign directors to see to it that not only two million boys and girls but that every boy and girl over 14 years of age may, when the war is over, be able to say proudly, "I had my part in winning the war. I earned the money to give comfort and cheer to an American soldier."

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SURGEON-GENERAL BLUE URGES HOME CARE OF THE SICK

Because of the Acute Shortage, Doctors and Nurses Should not be Called in Unnecessarily

It is imperative that people stop calling doctors and nurses unnecessarily in mild cases of influenza, according to Surgeon-General Blue of the Public Health Service.

United in Service for Soldiers

With the present acute shortage of doctors and nurses in all parts of the country (about 30,000 doctors and 20,000 nurses have gone into military service) every unnecessary call, he declares, makes it so much harder to meet the urgent needs of those who are seriously ill.

Care of the Patient

Every person who feels sick and appears to be developing an attack of influenza should at once be put to bed in a well ventilated room. If his bowels have moved regularly it is not necessary to give a physic; where a physic is needed, a dose of castor oil or Rochelle salts should be given.

The room should be cleared of all unnecessary furniture, bric-a-brac, and rugs. A wash basin, pitcher and slop bowl, soap and towels should be at hand, preferably in the room or just outside the door.

If the patient is feverish a doctor should be called, and this should be done in any case if the patient appears very sick or coughs up pinkish (blood stained) sputum, or breathes rapidly and painfully.

Most of the patients cough up considerable mucus; by some there is much mucus discharged from the nose and throat. This material should not be collected in handkerchiefs, but rather on bits of old rags, or on toilet paper, or on paper napkins. As soon as they are used, these rags or papers should be placed in a paper bag kept beside the bed. Pocket handkerchiefs are out of place in the sick room, and should not be used by patients. The rags or papers in the paper bag should be burned.

The patients will not be hungry, and the diet should therefore be light. Milk, a soft boiled egg, some toast or crackers, a bit of jelly or jam, stewed fruit, some cooked cereal like oatmeal, hominy, or rice —these will suffice in most cases.

The comfort of the patient depends on a number of little things, and these should not be overlooked. Among these may be mentioned a well ventilated room; a thoroughly clean bed with fresh, smooth sheets and pillow cases; quiet, so that refreshing sleep may be had; cool drinking water conveniently placed; a cool compress to the forehead if there is headache; keeping the patient's hands and face clean, and hair combed; keeping his mouth clean, preferably with some pleasant mouth wash; letting the patient know that someone is within call, but not annoying him with too much fussing; giving the patient plenty of opportunity to rest and sleep.

It is advisable to give the sick room a good airing several times a day. The patient should be well protected against cold and draughts and then the windows should be opened wide to let in the fresh air.

Cautions for Attendants

So much for the patient. It is equally important to consider the person who is caring for him. It is important to remember that the disease is spread by breathing germ-laden matter sprayed into the air by the patient in coughing or even in ordinary breathing. The attendant should therefore wear a mask over the mouth and nose while in the sick room. Such a mask is easily made by folding a piece of gauze four-fold, sewing a piece of tape at the four corners, and tying the upper set of tapes over the ears, the lower set around the neck. If the folded piece of gauze is about six inches square, it will nicely cover the mouth and nose. Such a mask can be worn without discomfort for several hours, after which it can be boiled in water, dried, and be used again.

The attendant should always wash her hands with soap and water immediately after waiting on or touching the patient.

Cozy Refuge at the Front

This is important for carelessness in this direction may easily cause the attendant to become infected with the disease germs.

It is desirable that all attendants learn how to use a fever thermometer.

In closing, and lest I be misunderstood, I wish to leave one word of caution. *If in doubt, call the doctor.*

A German Concrete Gun-pit Now Used As a Y. M. C. A. Hut

BAD FAITH OF THE GERMAN GOVERNMENT

The reasons why we cannot enter into peace negotiations with Germany now are the same as they were a year ago. They were indicated in President Wilson's reply to the Pope, on August 27, 1917:

> We cannot take the word of the present rulers of Germany as a guarantee of anything that is to endure, unless explicitly supported by such conclusive evidence of the will and purpose of the German people themselves as the other peoples of the world would be justified in accepting. Without such guarantees, treaties of settlement, agreements for disarmament, covenants to set up arbitration in the place of force, territorial adjustments, reconstitution of small nations, if made with the German Government, no man, no nation could now depend on. We must await some new evidence of the purpose of the great peoples of the Central Powers. God grant it may be given soon, and in a way to restore the confidence of all peoples everywhere in the faith of nations and the possibility of a covenanted peace.

Nothing has since occurred to change the force of this argument.

GERMAN LINES COLLAPSE ON WESTERN FRONT

President Wilson Insists Upon the Abolition of Autocratic Governments in Germany and Austria

The terrific struggle begun by the French and the Americans for the possession of the Argonne Forest on September 26 ended on October 10 when the last of the Germans were cleared out of that formidable fortress. Not far behind the Germans lay the single railroad line running by way of Metz to Germany which, by the Franco-American victory, was seriously imperiled. In anticipation of this situation the Germans had constructed a series of defenses north and east of the Argonne Forest, known as the Kriemhilde line. The Americans have lost no time in attacking this position. On October 16 they swarmed across the Aisne River where by the capture of Grand Pré they broke the Kriemhilde system of defense at a vital point. At the same time the Americans advanced along the eastern bank of the Meuse, thus completely removing the German menace to Verdun and placing our army in a position to strike a vital blow at the enemy's line of communications.

German Center Breaks

Of even greater importance is the progress which has been made by the combined attack on the center of the German line between Cambrai and St. Quentin. After capturing these two places the lines have been pushed steadily to the east and are now well beyond Le Cateau and Bohain. The result of these victories so seriously endangered the German army to the south that, on October12, it began a hasty retreat from its well prepared positions in the St. Gobain massif and on the Chemin des Dames. Within two days the important towns of Laon, La Fère, and Vouziers were captured. Thus a large portion of northern France, which had been under German domination since 1914, was set free.

Western Belgium Freed

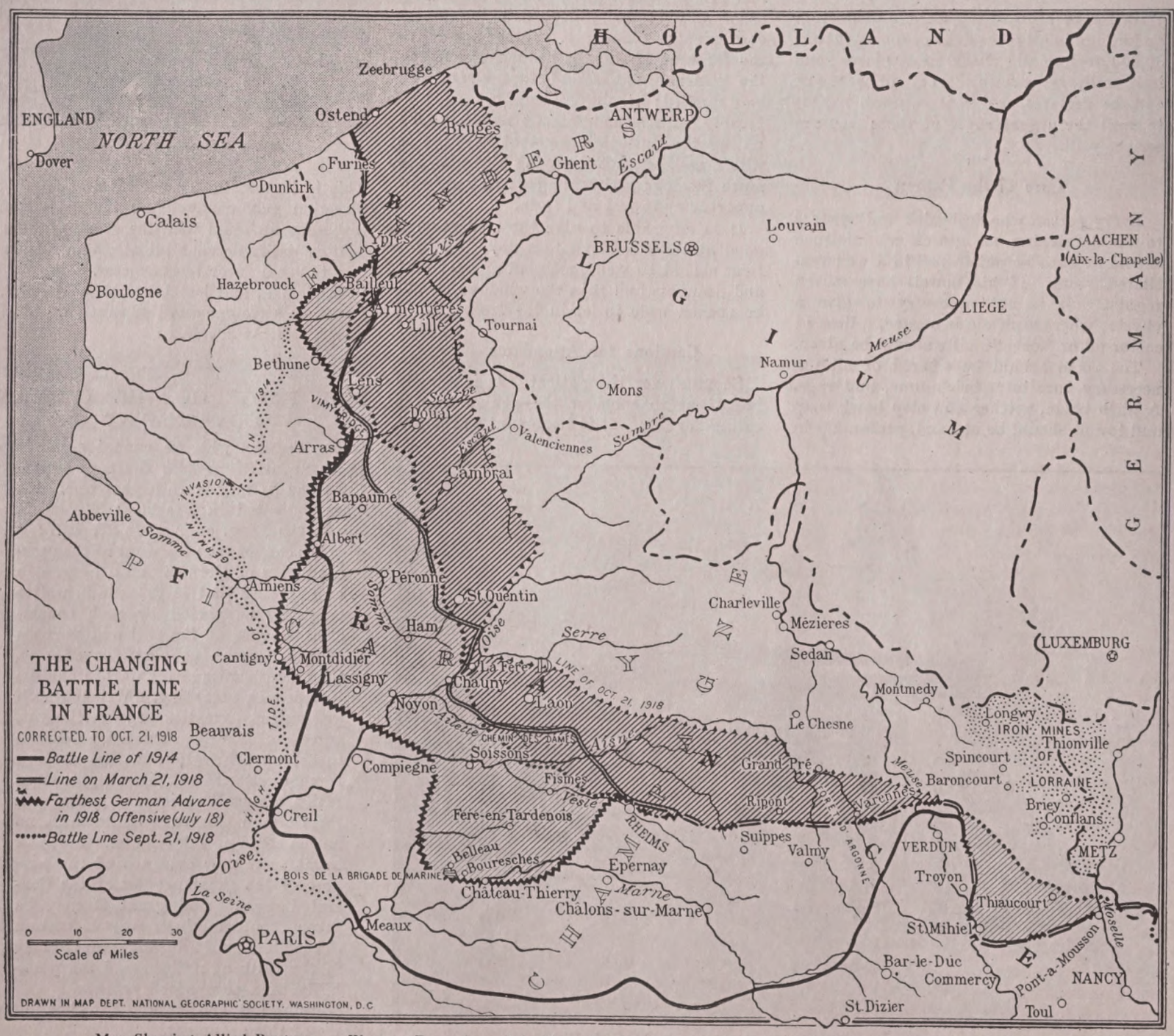
In Flanders the allied army began a new drive against the German positions on October 14. Within two days Roulers, Thourout, and Menin, with 11,000 prisoners, were captured. This conspicuous victory placed the German position on both flanks in such great danger that, on October 17, the Germans evacuated both Lille and Douai which were immediately occupied by the British. On the same day the Germans fled from the entire Belgian coast. Ostend and Zeebrugge, long used by the Germans as submarine bases, were occupied by British forces. Later the British captured Bruges, Thielt, and Courtrai, and pushed on toward Ghent and Brussels. The deliverance of these Belgian and French cities has naturally caused great rejoicing among the Belgian and French people.

Serbians Recover Homeland

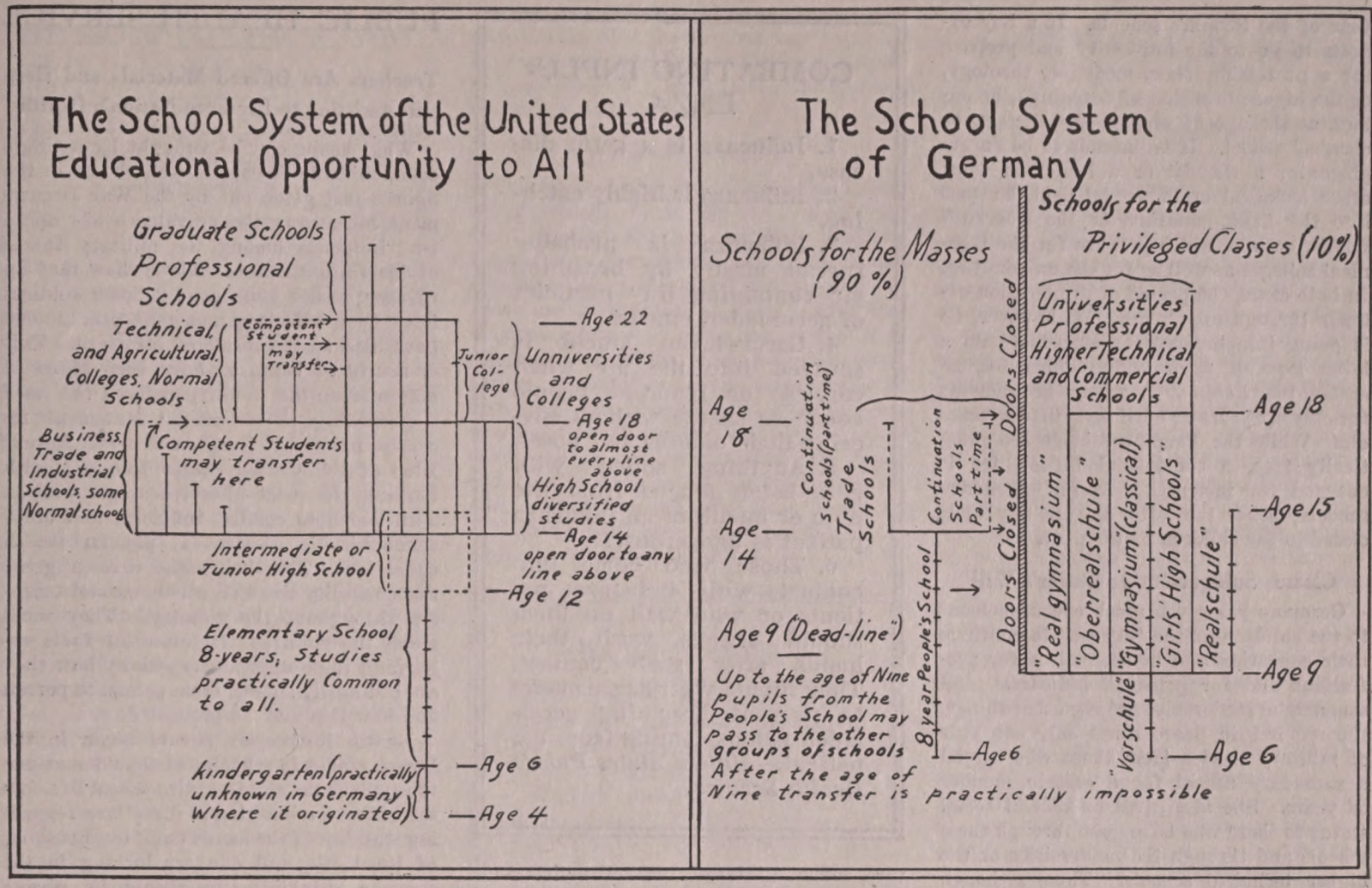
On the eastern front the Serbian and Italian armies are rapidly recovering Serbia, Albania, and Montenegro from the fleeing Austrians. Elabasan and Durazzo in Albania have fallen to the Italians while fully two-thirds of Serbia, including the cities of Nish, Krushevatz, and Novibazar, are now free from the enemy.

Aleppo Threatened

In Syria the allied forces have continued to make great progress to the northward. After the capture of Beirut on October 8



Map Showing Allied Progress on Western Front from July 18 to October 21. Heavily Shaded Area Shows One Month's Advances


The School System of the United States
Educational Opportunity to All
Graduate Schools
Professional Schools
Technical, and Agricultural, Colleges, Normal Schools
Competent student may transfer
Junior College
Age 22
Universities and Colleges
Age 18
open door to almost every line above
High School diversified studies
Business, Trade and Industrial Schools, some Normal schools
Competent Students may transfer here
Age 14
open door to any line above
Intermediate or Junior High School
Age 12
Elementary School 8-years, Studies practically Common to all.
kindergarten (practically unknown in Germany where it originated)
Age 6
Age 4
The School System of Germany
Schools for the Masses (90%)
Schools for the Privileged Classes (10%)
Universities Professional Higher Technical and Commercial Schools
Doors Closed
Age 18
Age 18
Continuation schools (part time)
Trade Schools
Continuation Schools Part time
Age 14
Doors Closed
"Real gymnasium"
"Oberrealschule"
"Gymnasium" (classical)
"Girls' High Schools"
"Realschule"
Age 15
Age 9 (Dead-line)
8 year People's School
Up to the age of Nine pupils from the People's School may pass to the other groups of schools
After the age of Nine transfer is practically impossible
Age 6
"Vorschule"
Age 6

they took possession of Tripoli on the coast and of Homs in the interior. Aleppo, the great railroad junction to the north, is now little more than one hundred miles distant. In this remarkable campaign Indian troops have taken a prominent part. Indeed the fact that up to July 31, 1918, India had contributed no fewer than 1,115,189 men to the British army is a new and singular tribute to Great Britain's system of colonial government.

Germans Despair of Victory

These continuous victories by the Allies have at last convinced the Germans that they have lost the war. To the questions asked by President Wilson, October 8, the German Secretary of Foreign Affairs, Solf, returned a favorable answer on October 12 in which he asked for the appointment of a joint commission to carry out the proposed evacuation.

Two days later, the President reminded Germany that the only satisfactory process of evacuation must guarantee "the present military supremacy" of the Associated Powers, called attention to continued "acts of inhumanity, spoiliation and desolation," and to the peace condition requiring the destruction or reduction to virtual impotency of arbitrary power.

On October 20, Germany suggested the "actual standard of power" as a basis of armistice and announced a change in the German constitution, to give the people representation in decisions concerning peace and war. The President promptly declared that the only satisfactory armistice must leave the Associated Powers in position "to make a renewal of hostilities on the part of Germany impossible," and made it plain that, if the United States "must deal with the military masters and the monarchial autocrats of Germany" now or later, "it must demand, not peace negotiations, but surrender."

President Wilson has also informed the Austro-Hungarian government that, since the allied governments have now recognized the independence of the Czecho-Slovaks, he is not at liberty to accept the mere autonomy of these people which the Emperor of Austria-Hungaria has recently declared that he will grant.

THE GERMAN SCHOOLS AS NURSERIES OF AUTOCRACY

(Continued from page 1)

rulers have already made their country great and can readily increase its power.

Common People Blocked

The pupils in these "People's schools," it should be remembered, are not expected to think much for themselves and are consequently not trained to do independent thinking. The rulers have needed for their purposes a docile mass of common people. But they also need common people who are intelligent enough to work efficiently. Within narrow limits, then, the schools develop skill and intelligence among all of the children, but the rulers see to it that every channel of further progress is carefully blocked. For a boy or a girl who has gone through one of the People's schools to go on to what we should call a high school is so rare in Germany that it is looked upon almost as a miracle. In America, at least *one pupil in every five* entering the first grade goes on into the high school; in Germany, of those passing from the People's Schools to the higher institutions, the ratio is said not to be more than *one in ten thousand!*

Docile Subjects of the State

What becomes of these children of the masses when they have finished the People's schools? Their further "education" is by no means neglected, but it is an education designed solely to perfect them in their trades and occupations and to make them efficient, docile, and contented citizens. It is distinctly *not* intended to fit them for leadership or for active participation in the affairs of government. They may enter trade schools, of which Germany has a large number, or, if they go to work at once, they are in most of the German states compelled to spend a certain number of hours each week in "continuation schools," where they are taught subjects pertaining to their work and given additional "instruction" in what the rulers believe to be "good citizenship" for the masses — that is, willingness to follow the guidance of their leaders and to make themselves valuable in their own restricted spheres.

Classes Think for Nation

So much for the education of the masses. For the "classes," all is different. They are to do the thinking and planning for the nation—subject, of course, to the supreme will of the All-Highest. To them are open the secondary schools, the great technical schools, and the universities.

The secondary schools of Germany are not like our high schools. They take pupils at the age of nine and keep them until they are fifteen or eighteen. Prior to entering the secondary school, the pupil has usually attended for three years a preparatory school called the *Vorschule*, although in some cases children are admitted to the secondary school at the close of the third

year of the People's schools. If a boy expects to go to the university and prepare for a profession (law, medicine, theology, or the higher branches of teaching), he enters, at the age of nine, a *Gymnasium*, or classical school. If he intends to be an engineer or a chemist or a leader in some other technical or industrial field, he goes into the *Realgymnasium* or the *Oberrealschule*, both of which prepare for the technical colleges as well as for the universities. In both cases, the period of preparation extends through nine years. If, however, he is going into business or expects to do a lower type of work in the industries, he enters the *Realschule*, where he remains for only six years or until he is fifteen years old. While the People's schools are practically free, a substantial tuition fee is charged for instruction in the secondary schools; hence the latter are, in any case, closed to the children of the poor.

Classes Subservient to Ruler's Will

Germany has given much encouragement to the children of the "classes" to continue their education and fit themselves for professions and for political, industrial, and commercial leadership. Among other things, she requires in peace times only one year of military service from those who attend a secondary school for a certain number of years. She also gives an official social status to those who have gone through these schools and through the universities or the higher technical schools. Thus, although making the great masses of her people narrowly intelligent and narrowly skillful and efficient—while still keeping them docile and subservient to their rulers—she also provides for a goodly number of broadly educated leaders and thinkers, who, because of the privileges that have been given them, are also willing tools of the rulers.

Could anything in the way of education be more cunningly contrived to realize what the war has clearly proved to be Germany's ambition for world-conquest?

German Schools Contrasted With American

The contrast with our American plan of education is obvious. Our system, though often referred to as "an educational ladder," is better characterized as a broad highway, open to all. Practically all American children attend the same kind of a school for the first six or eight years of their school life. Those who go on enter the secondary school at about the age of fourteen, instead of at the age of nine as in Germany. This means that children are kept together much longer. Children of all types and kinds meet in the same classes, mingle together on the same playgrounds, study the same lessons, compete for the same honors, participate in the same social activities. This makes for a mutual understanding and a mutual sympathy that lie at the very basis of democracy. Some people marvel at the fine democracy of our army—the working together of all types of men, rich and poor, native and foreign-born, in a common cause. It *is* a fine thing, but when we remember that most of these men throughout their school lives were doing this very thing, the marvel, in a sense at least, disappears.

Door of Opportunity Always Open

But the laying of a basis of common culture, common interests, mutual understanding, and mutual sympathy is only one of the ways in which our American schools reflect the true spirit of democracy. The outstanding virtue in our organization lies in the fact that the door of opportunity is continually open. In Germany, a child who has passed the third year in the People's schools, who has passed the age of nine, is practically predestined to a certain type of life. No matter what aptitudes he or she may later reveal, there is, broadly speaking, no provision by means of which a different career can be prepared for. But in our American schools there is no such closing of the doors at these early ages.

American Schools Truly Democratic

That our schools have faults, and some very grave faults, no one would deny. But in these two ways, at least they have developed consistently with the democratic ideals—they have kept the children of all classes together during a most impressionable period of their lives, and they have kept the doors of opportunity open. We can learn some lessons, even from German education, just as we have learned some lessons from German military organization. But these lessons mainly concern matters of detail. A vastly more important lesson Germany may and probably will learn from us—the lesson of true democracy nurtured by a democratic school system. Indeed, there was in Germany, before the war, a distinct movement toward the reorganization of the schools on something approaching the American plan. A six-year "unit school" was projected, which was to be, like our American elementary school, a "common school" for all. Under such an organization, the separation of children would be postponed until the age of twelve. Reports show that this reform has had a serious set-back since the war began.—*W. C. B.*

COMBATING INFLUENZA

1. Influenza is a germ disease.
2. Influenza is highly catching.
3. Influenza is probably spread mostly by breathing air containing tiny particles of germ-laden mucus.
4. Germ-laden mucus is sprayed into the air when careless or ignorant people cough or sneeze without covering their mouths and noses.
5. Anything soiled with germ-laden mucus from the nose or mouth of an influenza patient is dangerous.
6. Those who come into contact with influenza patients or who wait on them should always wash their hands after such contact. They should wear gauze masks to prevent breathing germ-laden mucus coming from the patient.—*United States Public Health Service.*

PUBLIC HEALTH SERVICE

Teachers Are Offered Materials and Help in Assisting to Preserve Nation's Health

What havoc can be wrought by a single communicable disease is well shown in the figures just given out by the War Department concerning the prevalence of "Spanish" influenza among the military forces of the United States. These show that up to the present time over 275,000 soldiers have been affected, and that over 13,000 have died as the result of influenza. *This is nearly as many as have been killed in action since this country entered the war!*

According to an official statement recently made by Surgeon-General Rupert Blue of the United States Public Health Service, the most effective single weapon with which to combat influenza and other communicable diseases is popular health education. This being the case, a great responsibility rests on all the school teachers throughout the country. They must teach the children the essential facts regarding these diseases, especially how they are ordinarily spread from person to person and how this may be prevented.

Health instruction should begin in the lowest grades in school, and should continue throughout the child's entire school life. In the lowest grades simple directions regarding washing of the hands and face, brushing of the teeth, and dangers lurking in the common drinking cup should be given; later, as the child is able to comprehend, some explanation as to the reasons for these directions should be added. In the upper grades the children are ready for simple instruction regarding the germ nature of infectious diseases, and regarding important matters of personal and public hygiene and sanitation.

The United States Public Health Service has available a large number of instructive leaflets dealing with all phases of public health and hygiene, and will be glad to supply teachers with these on request. Many of them can be supplied in quantity for distribution to the pupils. Requests should be addressed to United States Public Health Service, Washington, D.C. In writing, please mention this announcement in NATIONAL SCHOOL SERVICE.

AMERICAN MINERS TO WORK LENS MINES

When the Germans were forced out of the coal regions in the neighborhood of Lens, there was already on hand, waiting to take over the operation of the mines, a body of American coal miners, equipped with the latest mining machinery.

The mines in the Lens district were prizes which had fallen to the Kaiser's armies. It became apparent some time ago, however, that the Germans must soon give up their conquests. American mining units were immediately organized and machinery gathered, even to fire-fighting apparatus in the event that the Germans should fire the shafts.

General Pershing's forces, as well as those of the British and French, will undoubtedly get some of their coal for the coming winter from these recaptured veins.

THE BACK TO THE SCHOOL DRIVE

Children's Bureau and Council of National Defense Unite to Enforce School Attendance Laws

"Boys and girls be patriotic! Enlist in school today!"

That is the slogan with which the Children's Bureau of the United States Department of Labor is opening the third drive of Children's Year. The object of this Back-to-School drive may be stated in the words used by the President in a letter to the Secretary of the Interior, "That no boy or girl shall have less education because of the war." The drive is aimed, first, to get back to school as many as possible of the children under 16 years of age who have left school during the past year to go to work, and, second, to keep them there.

In this campaign the school house is absolutely indispensable. It must be the base of operations for any successful back-to-school drive. Realizing this, the child conservation section of the Council of National Defense, in whose hands the active work of the drive will be, has urged each community council to appoint a school welfare committee for every schoolhouse. These more than 281,000 committees are to work in coöperation with the teachers.

Keep Children in School

To keep children in school in spite of the demands of war time conditions is as patriotic a task as any war work that can be done. As Secretary Wilson of the United States Department of Labor puts it: "The children are our last reserves....If we are not to go down to defeat in the battles of peace, we must have an army of reserves who are strong in body, well trained in hand and mind. It is the children who are in school today who will see to it that their fathers and brothers who have fought and died in this war, have not fought and died in vain. We must keep them in school and see that they get there the equipment they need for the work that is before them."

But the children are not staying in school. Investigations made by the Children's Bureau in many large industrial centers have shown that hundreds of boys and girls, lured by high wages, are leaving school to go to work. The greater part of them are doing work that offers no "future."

Not Needed in Industry

And they are not needed in industry now. Their work is not necessary to war. The United States Employment Service, which is mobilizing the labor of the country, has issued an order to all its agents to discourage children under 16 from leaving school to enter industry.

How to get children who have once left school for work back into the classroom is something of a problem. The school welfare committees are planning to solve that problem by visiting the homes of those children under 16 years of age who have left school this year or who failed to return after summer vacation. In the case of very bright children, who are forced to go to work to help out with the family budget, some local committees are planning to furnish scholarships to keep them in school. The Red Cross is already furnishing scholarships to those children who have to leave school because a father or an older brother is with the colors.

Teachers Coöperate

The part of the teachers in this drive will be, chiefly, to furnish the lists of children required by the committee and to help, if they are called upon, in the home visiting. Many large city schools employ vocational advisers, who consult with the children who are about to leave school and try to show them the value of further education. In small towns and rural districts, that duty is the teacher's. It is the teacher who must watch for the first sign of restlessness in a boy or girl, and who must endeavor to make what the school has to offer seem more worth while than the industrial world with its alluring prospect of high wages and independence.

SAVE PAPER

The Government's requirements for all kinds of paper are increasing rapidly and must be supplied.

Paper making requires a large amount of fuel which is essential for war purposes. A pound of paper wasted represents from one to three pounds of coal wasted.

Paper contains valuable chemicals necessary for war purposes. Economy in the use of paper will release a large quantity of these materials for making ammunition or poisonous gases.

Paper making requires labor and capital, both of which are needed in war service.

Paper making requires transportation space. Economy in the use of paper will release thousands of freight cars for war purposes.

Greater care in the purchase and use of paper will save money. Your savings will help finance the war.

Strictest economy in the use of paper will prevent a shortage.—*War Industries Board.*

MUCH IN LITTLE

Certain fresh fruits contain 10 per cent of sugar, some dried fruits run to 50 per cent, and syrups sometimes contain 75 per cent of sugar; but what we call sugar is almost 100 per cent real sugar.

A pound of sugar is practically a pound of food such as soldiers need more than do we at home—a quick energizer. When we ship sugar we put the most food in the least space possible. A ship loaded with sugar is practically 100 per cent efficient; a ship loaded with fruit and syrup isn't.

A ship and a soldier's kit must carry as much as possible in as little space as possible. A problem—but don't stop to figure. Use the answers given you. One is—eat the fruit and syrup and send the sugar.

SAVE WASTE PAPER!

An Appeal to the Boys and Girls of America from the War Industries Board

Your country is proud of the way in which you have responded to every appeal made to you since the beginning of the war, and it is going to be more proud before the war is over, and prouder still when it *is* over and the full value and extent of your services are realized. You have shown a practical patriotism that might well shame many an older person. You have sold Liberty bonds and War Savings stamps. You have done your share and more in the matter of food conservation. You have knitted and rolled bandages, contributed eagerly to every drive for money and, in short, proved yourselves 100 per cent American. And because this is so, to the latest appeal of your government you will give the same enthusiastic support that you have given to all others.

That appeal is to *save paper.* Not to save paper that has been used—although that, too, is necessary—but to save paper that hasn't been used; in other words, to use just as little of it as you possibly can. We are so accustomed to having all the paper that we want that just at first it is hard to realize that there is a scarcity of it. But there is; a real scarcity, and one that is growing. It is scarce because the things that go into the making of it, such as wood pulp, sulphur, caustic soda, and chlorine, are scarce. And paper making requires fuel, labor, transportation space, and money, all of which can be used in better ways for the winning of the war.

To start with, give up the scratch pad habit. Don't use wrapping paper or bags when you can do without them. Don't write needless letters or notes. Make what paper you have on hand last until the war is over. And, too, both by example and by word of mouth, persuade others to do the same. Uncle Sam says we can get along nicely on a fourth of the paper we now use. All right, let's do it. It isn't much of a sacrifice he is asking, after all, and when you think that every scrap not wasted releases just so much sulphur and chlorine to be made into poisonous gases with which to beat the enemy at his own game, why, saving paper—even going without it altogether—is going to be the easiest thing you do!

AVOID THE BONFIRE

Avoid the bonfire! Do not burn your waste paper. It is far too valuable just now. Flatten out your cornmeal box, your oatmeal box, your sugar, coffee, and starch boxes, and store them carefully against the junkman's visit, the call of the Salvation Army, or the Red Cross worker. Besides the paper pulp so precious now, these empty boxes contain much valuable chemical material, even more precious in this hour.

Save your egg cartons, your cake boxes, paper bags, paper plates, and boxes of all kinds, and make them do double and treble duty. When they are too soiled for further use, do not burn them. Save them as waste paper. In the soiled and torn remains are also precious chemicals and paper pulp. Send them to the mills again.

National School Service

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State Editorial Boards, each consisting of five members appointed by the State Superintendents, represent the classroom teachers of the several States.

Every school pupil is a messenger for Uncle Sam.

An important message now is the appeal for the United War Work Campaign.

Another important message should carry to every home Surgeon-General Blue's advice regarding the treatment of influenza.

Saving paper is an urgent necessity. Teachers and school children are asked to do their utmost to help. While directions for saving are given in each issue of NATIONAL SCHOOL SERVICE, this publication willingly acquiesces in regulations requiring the strictest economy, thus attempting to practice what is preached.

Do not let "peace rumors" interfere with the war work of the schools. Whether peace comes in a week or a month or a year, the great "war" enterprises of the schools will not stop. Peace tomorrow would not lessen by one whit the need for saving food, fuel, and labor; it would not lessen in the slightest measure the need for supporting the Red Cross, the Y. M. C. A., the Knights of Columbus, the Salvation Army, the War Library Service, and the other agencies that are doing so much for our soldiers; it would not diminish the importance of teaching the war intelligently in the schools. Far from meaning an end of the "war work" in the schools, peace—when it comes—will really mean a redoubling of effort. The inevitable tendency toward a "letting down" in enthusiasm will place upon the schools an increased responsibility for stimulating civilian morale. What is gained by the sword must be preserved and extended. What the fighting men are so splendidly achieving it will be our duty to "carry on."

MEETING DEMANDS

A word of explanation is due the teachers who have expressed their appreciation of NATIONAL SCHOOL SERVICE, and especially to those who have asked for it and are willing to pay for it for class use.

Our policy in this matter must fit our budget. The Committee on Public Information does not have unlimited funds. Its work is supported by a definite Congressional appropriation of $1,250,000 for the year. The Division of Civic and Educational Publications is only one of many divisions through which the Committee fulfills the duties and responsibilities laid upon it. In that division NATIONAL SCHOOL SERVICE is only one of the publications. The demands for the pamphlets ran to nearly 30,000,000 copies last year and their use in schools and colleges and homes and camps indicates that this expense must go on.

The sale price attached to a few of these does not give the Committee larger funds nor would the sale of copies of NATIONAL SCHOOL SERVICE help us, for the law under which the Committee acts requires all receipts, except those of the film division, to be turned back into the general Treasury of the United States, and only a new law or appropriation act could put them at our disposal. Sales of copies and even subscriptions from those who are not teachers would only increase our printing bill and eat into our funds and endanger our program of sending one copy of the NATIONAL SCHOOL SERVICE to every teacher. We must carefully guard our funds if we are to make them carry the regular list.

I feel sure the teaching body will understand that our inability to meet such requests for class use and libraries, is simply in order to be sure that our appropriation covers if possible a whole year's issue strictly to teachers.

G. S. F.

"SOMEBODY MEANS ME"

We often hear it said: "What is everybody's business is nobody's business." Some people wait to be called by name before volunteering for service, but we are all learning to stand at attention when the general orders are sent forth and to remember that they are addressed explicitly to each and every one of us.

A woman who had done a good deal of the world's work once said that her life motto had been: "Somebody means me." When she was a little girl, her mother often said: "I wish somebody would shut the door" or "If only somebody would find my scissors." The child made up her mind that she would always respond when "somebody" was called upon. She became a wonderfully helpful woman.

The Government is sending messages across our country every day. They come from the War Department, from the Labor Bureau, from the Food Administration, etc. They are published in the newspapers or sent by bulletins. They are intended for the use of all. It is necessary that the country should understand the problems of the war and that each one should help in the best way he can to carry out the directions of the Government.

"Somebody" must read these messages to learn to understand them. "Somebody" must carry them to those who do not receive the bulletins, who do not read the papers, or who live too far away to get the news. In other words, the Government needs an army of messengers to carry the directions.

In France, the Government messages have throughout the war been carried by the school children to their homes. The teachers explain the messages and the children in turn carry them to their home folks and their neighbors.

This is a great service for the schools to render. They can aid the Government in this way and at the same time can rejoice in being thought strong enough, true enough, and faithful enough to carry the messages.—*Sarah Louise Arnold.*

A TRIBUTE TO A TEACHER

The hand of this American, only a little while ago an instructor of youth, then the head of a great university, a student of history, a writer of history, now by the votes of his countrymen become the head of a great State, has rung the death knell of a powerful, centuries-old, historic dynasty, guilty of fouler crimes and mightier wrongs than those which have blackened the annals of all the kings of earth. It is a marvel unmatched in the chronicles of men that this unassuming gentleman who never wore a sword in his life should write the word that topples from his ancient throne in a far-off land the world's greatest military despot who never publicly appeared without one. An American pen has forever stilled the rattling of that terrible German sabre.—*New York Times, October 15, 1918.*

ARMY NURSES NEEDED

Red Cross Urgently Calls Women of America to Help Reduce Human Cost of War

It is estimated, by the men who are trying to reduce the human cost of this war, that 25,000 graduate nurses should be on duty in military establishments alone, by January 1st, 1919. With less than three months left, the Army is still lacking 8000.

This estimate, based on an Army of 3,000,000 men, further states that we will need an additional 25,000 graduate and student nurses by July 1.

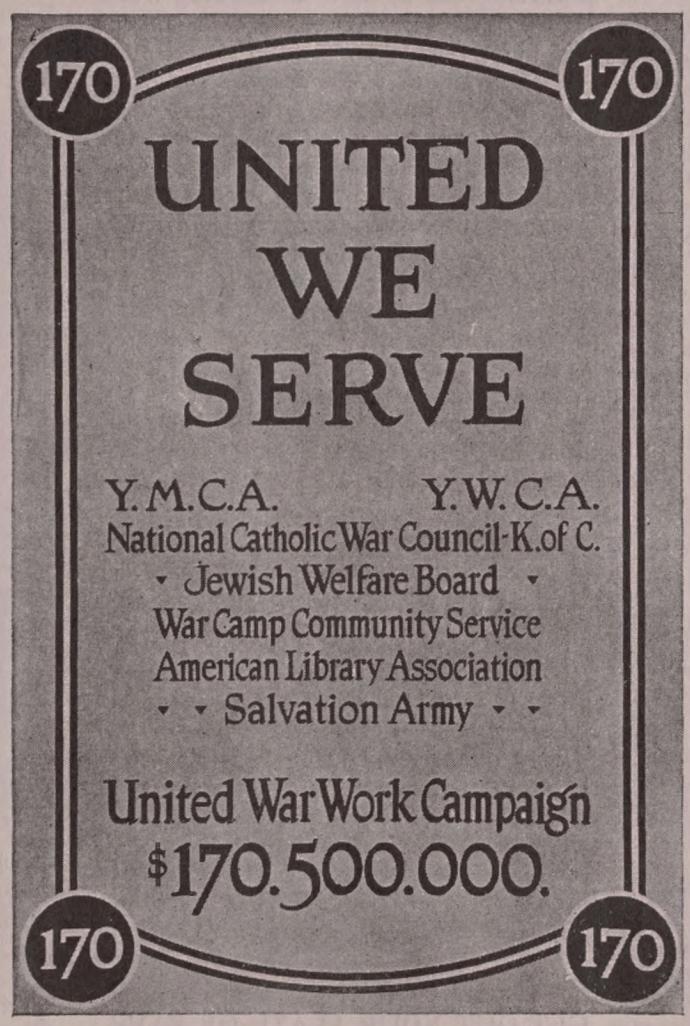
The total enrollment of Red Cross nurses is nearly 31,000, but enrollments are numbered consecutively and include also those nurses not available nor eligible for active military service, such as married nurses, nurses enrolled for special service on committees, or as instructors in the Red Cross courses in home hygiene and care of the sick.

On October 1, the total assignment of nurses to duty was 18,521. About half of these are in Europe and half in the United States. Of this number 16,546 have been assigned to the Army or are awaiting orders; 1179 to the Navy; 248 to the United States Public Health Service; and 548 are serving directly under the auspices of the American Red Cross both here and abroad.

To meet the estimated requirements, it will be necessary to assign nurses at the rate of 112 a day until the end of the year. The assignment so far this month has averaged about 90 a day.

This estimate of the required daily assignments for the rest of the year contemplates that nurses available for service with the Army and Navy nurse corps will not be used for public health service, leaving that duty for married nurses and others not eligible for active service with the military establishment.

The present epidemic of Spanish influenza and the shortage of nurses caused by a state of war, has brought about a condition unparalleled in our history and has placed on the women of the country a responsibility for the nation's health that cannot be ignored.



CONSTANTS IN EDUCATION

While war service work is being emphasized in the schools, Dr. Nathan C. Schaeffer, State Superintendent of Public Instruction of Pennsylvania, points out some of the constants which must not be neglected. The list, as follows, is not designed to be exhaustive:

1. Reading and writing are indispensable in the adjustment to modern civilization. The rudiments of an English education are essential in the making of citizens who shall be one hundred per cent American.

2. The war will not change the multiplication table nor cause us to drop the decimal scale in number work.

3. The four fundamental operations in integers and fractions including decimals, will have to be taught during the war in all our schools and will continue to be taught regardless of the changes which victory will bring about.

4. The principles of percentage will continue to be taught. The same is true of square root and cube root, of the operations of algebra and the theorems of geometry. The war will not change the truths of calculus and of the higher mathematics.

5. History and geography have constant elements. The war cannot change the date of the discovery of America nor the causes which led to this discovery. Maps change, but the forces which are taught and explained in physical geography will not be changed by the war. The causes of day and night, of the seasons, of the weather, of tides, and of twilight will not be changed by the war.

6. The law of gravitation will continue to operate. The war will not change the laws of nature. The principles of chemistry, physics, and biology will be taught after the war as before the war.

7. There are unchangeable laws of development in the growth of human beings. These will not be modified by the war. The war may make us understand and appreciate these as never before and thus cause us to lay greater stress upon certain phases of instruction in health and sanitation.

The foregoing may serve to show that there will be less change in the schools after the war than many people now expect. It will ease the conscience of many teachers and make them more happy in their work if they are impressed with the fact that there are constants as well as variables in education.

FOOD AND THE FUTURE

Steady Reduction of Consumption and Waste of Foods Urged by the Food Administration

No tug-of-war was ever won by a team which—after it had nearly hauled the opposing team across the line—should pause, slacken its grip on the rope, congratulate itself on how well it had been doing, and assume that it could finish up the match at any time it wished.

It does not take much imagination to see what would happen under those circumstances. The other team, alive to its opportunity, would promptly proceed to undo all the complacent team's hard pulling, and the match might be prolonged indefinitely.

The only way to win a tug-of-war is to keep everlastingly hauling until it is won. And that is precisely the way to win a war.

What Has Been Done

Now it is true that this country has done a good deal in the way of helping feed the Allies since we entered the war. This nation, true to its ideals of democracy, of its own accord made such sacrifices and performed such feats of saving, that it exported much of the food of which the Allies were sorely in need.

For instance, in the case of wheat, we sent so much of our 1917 harvest to the Allies out of a store that we should ordinarily have eaten ourselves, that as a nation we have the right to feel glad of the achievement. But—to go back to that tug-of-war comparison—if we pause to pat ourselves on the back over our wheat exports, we shall be losing that much extra effort which should be directed to the future. And it is intense application to future food exports to the Allies and our own soldiers that is going to shorten this war and win it.

What Must Be Done

It is true that in the year ending July 1, 1918, we shipped to Allied civilians and armies, our own armies, the Belgian relief, and certain neutrals dependent upon us, 11,820,000 tons of foodstuffs. But what is more important is that next year we must ship to those same peoples 17,550,000 tons of foodstuffs, or nearly fifty per cent more than we shipped the previous year.

We must do that if we are to maintain Allied health and strength to the necessary degree. And we can do it, not merely by spasmodically saving and sending this or that food, but by a steady and unending reduction of consumption and waste of all sorts of easily shipped foodstuffs.

The Final Test

We can do that and still preserve our national health. Moreover, sacrifice as we may, we shall still fare better than our Allies. But we have pledged our all to serve the common cause, and to do so we must eat at a common table with our comrades-in-arms.

The beginning of the tug-of-war is over. But the final test is still to come.

Rural Schools

A HOUSE-TO-HOUSE CANVASS IN WAR WORK CAMPAIGN

In rural communities where influenza is bad or where farmers are too busy to make a community meeting successful, a house-to-house canvass for war work donations is advised. The rural teacher may well initiate this movement if no one else seems ready, but she should enlist one or more patriotic women of the community as helpers. A mother who has boys in service and who holds a position of leadership in the district will gladly help.

It is usually best for two canvassers to work together. Every home in the district should be visited and each family asked to contribute something, however little. When money is not available, pledges of canned fruit, vegetables, chickens, corn, cotton, wheat, a pig, or a calf may be taken and afterward collected and sold by older boys of the district.

In preparing for this work each canvasser will need to collect some good pictures and current articles and stories of war work activities to use in the homes visited. Devote the early part of each call to discussing the general activities of the organizations asking help in this drive; read letters from community boys at the front telling of the service rendered by these organizations; tell of the goal set by the district; of the donations made by other communities and neighbors; and finally ask for any contribution the household can make in either money or salable products. All farm homes will respond to this appeal if it is rightly presented.

COMMUNITY MEETING FOR UNITED WAR WORK

As one means of advancing the national drive for United War Work donations from November 11-18 each rural teacher should plan and hold a community meeting. Make the raising and giving of money for the comfort work of our soldiers overseas the object of this meeting and get every family in the district to attend and to participate. Various devices for enlisting the coöperation of the community in such a drive must be used in different sections of the country. One money-raising plan in almost universal use is the box-supper, still common in rural districts. Oyster suppers, chicken suppers, pie and ice-cream socials, and coffee socials are other possibilities.

Have the school children give a program consisting of patriotic music, recitations of war poetry, and war relief stories. Get fathers and mothers with sons in service to read passages from their boys' letters showing the valuable service given to the men overseas by the United War Work organizations. Have one speaker who can talk for ten or fifteen minutes on this work and induce people to donate to the cause.

FUEL FROM THE FARM

The coal shortage for next winter makes it necessary that wood should be used to save both coal and transportation, says the Department of Agriculture. Country districts and small villages are in a position to help coal conservation greatly by burning wood.

Farmers now use on their farms 83,000,000 cords of wood annually, but the fuel authorities urge all farmers to use wood during the war. Any kind of coal stove or furnace can be used for burning wood.

Two cords of soft wood equal a ton of coal, but a cord of hard wood from a number of well-known kinds of trees will equal a ton of coal in heating value. For three varieties—Osage orange, live oak, and black locust—a cord of wood has a higher heating value than a ton of coal.

Communities threatened with serious fuel shortage should not wait until winter, but should act now to stimulate the cutting of wood by farmers, say officials of the Forest Service. It is believed that farmers in many sections will cut all the wood needed for the community if they are guaranteed a minimum price sufficient to allow a fair profit. Such contracts should be made as early as possible, so that the wood may be properly seasoned.

CANTEEN CLIPPINGS

Use the clipping box this week for pictures from magazines and Sunday supplements showing the United War Work activities at home and abroad.

Have the children bring in letters from the front that are written on paper from any of the War Work organizations, or that tell of life in the huts or canteens.

Mount these pictures and letters on large cards to make posters—What the Boys Play, Life in a Hut, Stock in a "Y" Store.

GET OUT YOUR SLATE OR SAVE PAPER

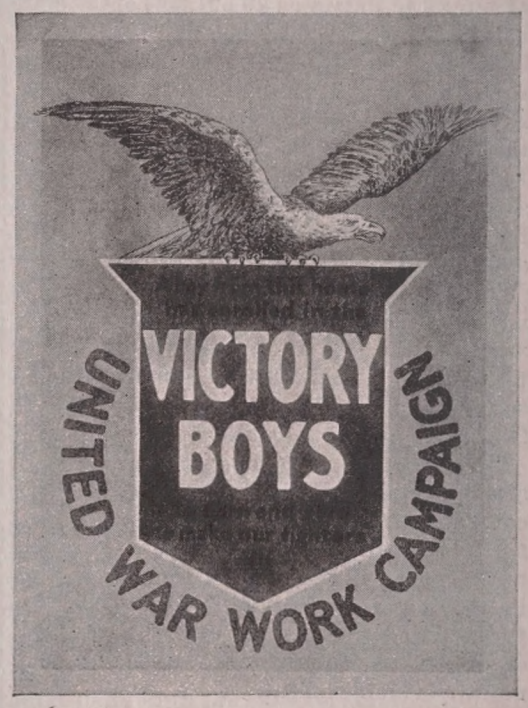
When Abraham Lincoln was a boy he wanted a slate. But slates were scarce and he was compelled to use the back of his father's shovel. Today the slate is almost forgotten, but war has brought it back. The government wants every scrap of paper put to war purposes—paper contains materials and chemicals necessary in the manufacture of explosives and gases. Must the scribbling pad go? Must we get out the slate and sponge? We hope not, because all of us can help win the war by using only the paper that is necessary. We don't want to go back to the dirty slate, do we? Then be careful with your paper because Uncle Sam needs every piece, and remember, paper saved is paper made. By careful saving you can do much to help the Government at this time.

VICTORY BOYS AND GIRLS IN RURAL SCHOOLS

School children over fourteen years of age are to be organized throughout the nation for the United War Work campaign as Victory Boys and Victory Girls.

There are twelve million children in the rural and village schools of America. If each child should average but one dollar in this drive think of the grand total thus made possible!

Give your rural children a chance to take part in this service. Write or telephone to the editor of your leading county paper, to the County Council of Defense, or to County Secretary of the Y. M. C. A and get the address of the county leader of the United War Work campaign. Secure from this leader pledge cards, buttons, window banners, and publicity material to use in organizing your children into Victory membership. Then discuss the United War Work campaign during a morning exercise period and get the children to enroll and sign pledges. After enrollment, ways and



means of earning money will need to be thoroughly discussed.

Picking fruit for farmers, digging potatoes, picking cotton, or gathering and selling nuts are some of the money-making activities in which the school can coöperate. Country boys can earn money by husking corn, picking cotton or fruit, selling a pig or a calf, doing chores or farm work for neighbors, sawing and selling wood, or trapping and selling fur-bearing animals. Country girls can earn by helping neighbor women cook for threshers, wood-sawers, or huskers; by nursing or working out for a few days in families where there is illness; by selling canned fruit, chickens, butter, milk, and eggs; by sewing for neighbors; by gathering and selling nuts; and by baking and selling bread, pies, and cakes to town lunch rooms. Each can do something to help our soldiers.

The rural problem is to maintain upon our land a class of people whose status in our society fairly represents American ideals.—*K. L. Butterfield.*

THE GRANDFATHER OF THIS WAR

Fifty years ago there was a king in Prussia called William I. He had a minister who said that Germany could only grow great by blood and iron. His name was Bismarck. He thought that France was in the way of Germany's growth and prosperity, and that only by war with France could the obstacle be removed. He also thought that only through a foreign war could the separate German states be brought into a single empire under the Prussian king. So he did a wicked thing. France and Prussia were quarreling over the question of a successor to the Spanish throne. But their disagreement was one that could be settled by discussion. King William I met with the French ambassador and they held just such a peaceful discussion as was needed. Then King William sent an account of the meeting to his minister, Bismarck, and told him to give out to the people as much of it as he saw fit.

Bismarck Falsifies Message

What did Bismarck do? Pencil in hand, he went over the king's message. He had been told to give out what he saw fit. He cut out certain portions of it; he changed a word here and there so as to make it sound harsher. When this was done, the peaceful message sounded like a defiance. Bismarck falsely made it appear that the French Ambassador had insulted the King of Prussia, and that the King had properly rebuked him. Then Bismarck gave out to the newspapers this account. Next day all of France was furious at the supposed action of the king and all of Germany was furious at the supposed action of the ambassador. Bismarck had brought about the conditions that he desired. When Bismarck read to the Prussian General, Moltke, the altered dispatch, he tells us that, "Moltke immediately became quite young and fresh again. He had got his war, his trade."

War Declared

War between France and Germany was at once declared, the Franco-Prussian war of 1870-71. Much of the fighting was near Metz, the same region which has seen so much of the combat in this war. The armies of France were ill prepared and poorly led. In six months it was all over. France was defeated. The terms of peace were bitter.

France Pays Big Indemnity

France was compelled to pay a war indemnity of $1,000,000,000 and to give up Alsace and part of Lorraine amounting all told to about 5000 square miles of territory with a million and a half inhabitants. The part of Lorraine taken by Germany contained rich iron mines; in the present war Germany has seized and hopes to retain the great iron mines in the rest of Lorraine. "Without the ores of Lorraine," said a German professor in 1915, "we should today be unable to maintain our iron and steel production on the scale which this war demands."

Caused Present War

The war of 1870-71 paid Germany well, without a doubt. Ever since then her war lords have been laying their plans for another war that, through further territorial gain and even heavier indemnities, would increase Germany's power and dominion. It was in 1914 that their hour seemed to be at hand. The world war of today is the child of the Franco-Prussian war of 1870, and that war was born in the unscrupulous brain of Bismarck, minister of Prussia.

A CLUB BOY'S STORY

Four years ago a garden-club boy in Massachusetts faced what would have seemed even to an adult a hard problem. Born in Italy, but thoroughly inoculated with American ideas of the necessity of an education, Tito was told by his father while in the eighth grade that he could no longer be kept in school. His future path was to lie toward the near-by factory.

Because of his garden-club experience under the auspices of the local leader for the United States Department of Agriculture, he knew that he could earn as much by potato raising outside of school hours as he could by full-time work in a factory. He finally obtained permission from his father to try it. So successful was he during the summer that his father was willing for him to enter the ninth grade in the fall.

The next spring the superintendent let him have land to use for a large garden. To ten boys whom he had selected from the upper grammer grades Tito made the proposition to pay so much an hour and to give each a garden plot. The following excellent advice he offered to them in addition, "If you are going to quit, quit now while it is cool and not when it is hot next August."

By fall he had decided that enough could be earned in the summers to enable him to attend high school and the agricultural college later. Now a junior in high school, he has a good-sized hothouse under lease, where he raises cabbage, cauliflower, and tomato plants. He owns an auto truck to handle his produce, has a bank account, pays his bills by check, and owns at least one government bond. With all of his school and business cares, he still has time to look after the school welfare of his younger brothers and sisters.

Primary Grades

EXPLAINING THE UNITED WAR WORK TO CHILDREN

Show the children a letter from a soldier written on paper secured at one of the United-Service huts. If possible show a picture of a hut or a canteen. Let them tell of letters they have received from soldiers in camp or at the front. Ask children if they have ever been away from home. How did you feel? Don't you suppose the soldiers like to have a homey place to go to write their letters? Tell children that stationery is furnished free. Picture the huts as a pleasant place to go when the day's drill or work is done.

Tell about great fund that must be raised to provide these recreation centers. Enlist their help. Encourage them to give.

Morning Talks on the Campaign

During the week of the drive make the various phases of the work the subject of morning talks.

Soldiers at play. Material — baseball, bat, football, boxing gloves, any playground material available. Talk about games. Why do you play? To have fun. To keep well. Talk about the cost of equipment. Show that soldiers are just big boys. They like to play. They must play to keep well. Don't you want to help buy bats, baseballs, footballs, and tennis racquets for them?

Camp mothers. What does mother do for you? Cooks and sews. Soldiers have camp mothers who cook for them and mend their clothes. They are brave women who work in the huts or in the canteens. They cook goodies that soldiers like, such as cake, pie, sandwiches, and hot chocolate. Tell the children how some of them have been under fire working night and day to keep the soldiers well fed during a battle. It costs money to furnish the flour, sugar, and chocolate for the canteens. Every little child can help by giving.

Soldiers' libraries. What do you like to do on a rainy afternoon or sometimes when you are tired of moving about and want to sit quiet for a while? Look at pictures. Read books. So do soldier boys. Our money helps to provide them with libraries. Some of these libraries travel from one warship to another or from a camp in France to one in Italy. Some even reach our American boys who are prisoners in Germany.

"I Am Helping Club"

Form an "I am Helping Club" of children in your school for the United War Service Campaign. Don't let this opportunity slip for teaching children the joy of real self sacrifice. A bit of colored paper with "I Am Helping" printed on it could be given to every child giving even so little as a penny saved by his own self denial.

SOLDIERS OF PEACE

The war has reminded us that we cannot begin too soon to teach the child his duties as a citizen. Concrete lessons in citizenship should begin in the first year of school. We need to be on the alert if the child comes from a foreign environment where the emphasis is all on the *rights* he has here. Equal emphasis should be laid on his *obligations* to the land which welcomes him to every opportunity.

Citizenship in the First Grade

Dramatize the policeman. If possible, let the child dress to represent the uniform of a policeman. Show his badge of author-

ity. Let him find a lost child, help a woman across the street, direct a stranger. Let him perform an heroic act: stop a runaway horse, keep the crowd back at a fire. Draw the window shades. Let the children play they are asleep. Have the policeman patrol the streets at night. Have him stop an automobile by just raising his hand. Show that his uniform and badge are his authority.

In these war time days every city is short of policemen. Ask children what they can do to help. Suggest: Obedience to traffic and safety first rules, care in crossing streets and tracks, and warn children of dangers of playing in the street, roller skating, coasting, snow balling, stone throwing.

THE HOME GUARD

"Breakfast's ready!" said Aunt Ruth to her little niece, Mary, who was paying her a visit.

Mary drew her chair up to the table just as her aunt put a plate of delicious golden corn muffins before her.

'Oh dear," said Mary with a sigh. "I wish we might have biscuit, really, truly biscuit, the kind you used to make, Aunt Ruth."

"Why, Mary," said her aunt as she looked at the pouting face of her little niece, "I thought you were one of Uncle Sam's little girls and wanted to help him win the war.

"So I am," said Mary with a surprised look at her aunt. "But I don't see how eating corn bread helps Uncle Sam."

"Mary," said Aunt Ruth, "why did both of your brothers go to France? Wasn't one brother enough?"

"Why, of course not," replied the little girl. "It takes lots of soldiers to beat the Germans."

"Then why didn't your Cousin Tom go?" asked Aunt Ruth.

"Cousin Tom couldn't go," explained Mary. "Some men have to stay here. Cousin Tom makes gas masks for the soldiers. And besides he is in the Home Guard, and wears a uniform, and drills, and——"

Her voice stopped a moment as she tried to think of all the things her cousin did to help in the war.

Aunt Ruth smiled and asked, "When you write to those big brothers of yours what do you put on the envelope?"

"American Expeditionary Force in France," came the prompt reply. Little Mary was very proud of knowing how to say the big words.

"Yes," answered Aunt Ruth. "Your brothers have gone to France and are in the Expeditionary Force. Cousin Tom has to stay here and is in the Home Guard. Both are working for Uncle Sam."

"The Home Guard help the fighters, don't they, Aunt Ruth?" asked Mary.

"Certainly," declared Aunt Ruth, "Now you have it. Here is your home guard, Mary," and she passed her the plate of corn muffins. "Wheat is the expeditionary force we send to France. Corn stays here and works for Uncle Sam."

A smile chased the clouds from Mary's face as she lifted her hand, saluted the muffins, and cried, "Three cheers for the Home Guard!"

LITTLE SCHOOL PATRIOTS

Soldier boy, soldier boy,
Where are you going
Bearing so proudly
The Red, White, and Blue?
I go where my country,
My duty is calling;
If you'll be a soldier boy
You may go too.

Thus sings the five-year-old in the kindergarten. He knows the first verse of the "Star Spangled Banner" and stands at attention as the flag is run up on a pole fastened to the floor in the center of the circle. And that is not all. He can sing all four verses of "America" and cheer lustily when he finishes the refrain, "The Army and Navy forever, Three cheers for the Red, White, and Blue!"

What can the kindergarten teacher do to kindle a deeper love for "sweet land of Liberty" and to see that this love goes out in some form of service? The following suggestions may prove helpful:

Thrift Stamp Sales

The accompanying picture tells its own story. The sale of stamps is evidently timed with the postman's visit. He has brought the stamps order for the previous day. He will take away the order for the next day. Before the children go back to the circle they will paste the stamps in the folders. The expression on their faces leaves no doubt about their interest in the whole proceeding.

Red Cross Juniors

All children should be members of the Junior Red Cross. In localities where they cannot afford to bring the necessary twenty-five cents, an entertainment of songs, rhymes, and games with five cents admission will probably net enough money to provide the membership fee for all.

These smallest juniors can snip fillings for comfort pillows and cut out paper dolls for the pockets of dresses which upper grade children make for French and Belgian refugees. Some can even knit squares for afghans. They can cut out pictures, stories, and jokes for soldiers' scrap books or mount large pictures on cardboard for picture puzzles for soldiers in the hospitals.

Intermediate Grades

THE UNITED WAR WORK CAMPAIGN

In this war the home follows the flag clear up to the front line trenches. Wherever you find a soldier or sailor, you find also the evidence of the loving care of the folks back home. The seven United War Work activities carry the home care to French villages and Flanders fields.

Help the children to get the meaning and worth of this, as the first step in initiating the week's drive. Make it the subject of a morning talk with the whole school. Get the children to talk freely.

What are the things you enjoy most, the things you like best to do? Playing games, reading, looking at pictures, sitting around the fire telling stories, eating good things, going to the movies.

What about big brother or Cousin John or the neighbor's boy in France? Do they like the same things? What were some of the pleasures they had when they were at home with us?

Turn the talk to conditions in France, the front line trenches, where the boys stand through the long, cold night, feet wet, body chilled to the bone; the little villages, where in tiny crowded houses, without fuel, in barns, even in chicken coops, the boys are billeted; the loneliness, three thousand miles away from home; letters slow to come through; devastation and death and suffering all about.

What wouldn't we give to include them in some of our pleasures? Talk about the ones they would particularly enjoy. Wouldn't it be well if we could share our goodies with them, or let them go to the movies in our place, or send them that book we liked to read, or make a place for them by our big fireplace where the corn is popping and the apples roasting?

Listen! We cannot have them here, not till their work is done. They wouldn't come. But send them a share of good times, make them happy, help them to get dry and warm, give them something to take their minds off the horrors of the day that is past. Would you like to know how? Tell of the United War Work drive of November 11-18, and explain the Victory Boys' and Victory Girls' part.

FIGHTING AN UNSEEN FOE

Come, boys and girls, we must help fight a great fight. It is with an enemy we cannot see, a germ we do not know, Spanish influenza. It has killed almost as many soldiers as the German guns. How can we defeat this foe? Not the way we fight

smallpox, by vaccination. Not yet. We hope some day to find a sure way to prevent the disease. Meanwhile, we must fight the best we can. Here are the rules of battle: (1) Hit the enemy by having plenty of fresh air in your lungs. Fresh air is a good fighter. Let him into your room at night. Salute him! (2) Dodge the enemy by getting out of the way of sneezes, coughs, and a breath with a cold. (3) Defend yourself by wearing a mask when near someone who has the disease. (4) Above all roll up your sleeves and wash well before eating.

POSTING THE NEWS

A piece of brown or green burlap covering a blackboard in some out of the way part of the room makes a good bill board. Current news, clipped from newspapers or magazines, and pictures from the same sources may be pinned up by the boys and girls and changed often enough to keep up interest. They may be arranged under separate headings such as local news, relief work, health news, and interesting men and women.

YOUR FOOD AND MY FOOD

It's your food and my food
And food for all the world;
And all the starving millions
Where our flag has been unfurled.

It's your food and my food
For all the allied armies
Where our flag has been unfurled.

But if your food and my food
Is not properly conserved,
The armies all will suffer
Where our flag has been unfurled.

So it's your pledge and my pledge
That our food may be conserved
That will feed the allied armies
And help to save the world.

It's your food and my food
But it's food for all the world;
For every one who needs it
Where our flag has been unfurled.

—*Emma J. Morell.*

THE FIRST TO BE LOYAL

"I don't see why I should save food. Jane Jones doesn't." This is the way some people think and this is the way some people act. Of course they mean that they will wait until every one is a good patriot before they begin to be patriotic.

A good soldier doesn't wait to see how others obey orders. He does instantly the thing he is asked to do. That is the soldier's business and it is his way of doing things. Here is a good motto for the man, woman, or child who waits for his neighbor to be good before he begins: "If only a hundred were faithful, I would belong to the hundred. If only ten were faithful, I would belong to the ten, and if only one were faithful, I would be that one."

THE FRIENDS OF CAPTAIN SUGAR

A Magic Tale of How the Sweets Business Prospered with Captain Sugar Overseas

Captain Sugar of the American Food Army was suddenly called to service overseas. Most of his family were prisoners of the enemy in Germany and Austria and couldn't get out to help in the world war, and he was more than eager to go for he knew how badly he was needed abroad by the Allies and the people in the war countries.

But all the same he did worry a bit about the way things would go in America in his absence. You see, in civil life before the war, he'd been in the "Sweets" business. His chief line was candy, with cake and pudding branches.

"Whatever will the folks do without me?" he asked his commanding officer. "They depend on me so. I'm a family pet."

"You are," was the reply, "but your duty is plain. You must go to the aid of the Allies. Meanwhile we must try to find substitutes to carry on your business. We'll look out for such as aren't so well fitted for overseas service and they can do their bit at home. So, Captain Sugar, you're not to worry."

"I shan't worry," said Captain Sugar, "but I have a personal business, and I fear folks won't want to give their confidence to strangers."

"Leave it to me," replied his chief, reassuringly.

"Well, since you're so sure, just as a favor, save a little corner for me when I come home again," joked Captain Sugar.

So he sailed across the sea and his commanding officer, who had had his wits working busily, set about rounding up helpers to carry on Captain Sugar's business.

One of the first chaps he thought of for the job was Mr. Corn.

"Seems as if the ones that are doing the most already are always the first ones asked to do something extra," said Mr. Corn with a cheerful grin reaching from ear to ear. "I've been doing a lot of Colonel Wheat's work since he's been in the service. However, you may count on me. Certainly it's up to me to be patriotic, for I'm an American to my very roots."

"Now what's the special thing I'm to do?"

"Your job," said his chief, "will be to form the Corn Sirup Association and take charge of a portion of the Cake Frosting business, with the Pudding Sweetening branch."

"Good," said Mr. Corn, "I'll enjoy that. Maybe I can even put one over on Captain Sugar," and he winked knowingly.

"There's a firm up in Vermont that ought to help me out right now," said the General to himself as he finished his successful interview with Mr. Corn. I'll just wire the Maple Brothers. Wouldn't wonder if they knew enough about the sweetening business already to be valuable."

"To Maple Brothers,
"Sugar Hill, Vermont.

"Can you lend your services in the 'Sweets' business for duration of war?
"General Food Resources,"
he telegraphed.

The answer came back at once:
"To General Food Resources,
"Washington, D.C.
"Will be glad to help out in 'Sweets' business. Entire resources of Maple Sirup and Sugar Association at your command.
"Maple Bros."

It seemed a good idea to let the Maple Brothers and Mr. Corn join forces to a certain extent in the Cake Frosting and Pudding Sweetening branches, as they had already been acquaintances in the Pancake Club and knew something about the same line of work.

With Mr. Corn and the Maple Brothers enlisted in war work the General felt that a good beginning had been made, but he knew that he must widen his corps of workers, so by postplane he communicated with the Busy Bee Company. They enthusiastically agreed to give the services of Miss Honey, their most efficient employee.

"You'll find Miss Honey a great help in the 'Sweets' business," they wrote from Cloverfield, Ohio. "She's an expert."

The General immediately planned to make her an assistant in the Dessert Department.

"I need a good head for that department. I believe I can get Miss Molasses to fill the place; as she's a relative of Captain Sugar, she ought to be interested."

Sure enough, she was proud to come up from the south and take the job. She was full of splendid ideas about Gingerbread and Indian pudding and Brown Betty and made some good suggestions which were used in the Candy Department. Miss Molasses's Scotch kisses were divine, so everybody said, and she and Peter Popcorn came to an understanding which was looked on kindly by the General and which was immensely enjoyed by the children.

Of course everybody coöperated in the Candy Department, Mr. Corn through his Sirup Association, the Maple Brothers through their Sirup and Sugar Association, and Miss Honey in countless ingenious ways of her own.

But still more aid was needed, so the General called for volunteers. Then came forward Mr. Prune, Mr. Date, Mr. Fig, Mr. Nut, and all his family, the pretty Fruit girls, and even old lady Ginger, Grandmother Ginger, the rest called her. Madame Chocolate was director, and Mr. Nut made himself useful everywhere. He and Mr. Prune, Mr. Date, and Mr. Fig often got together for the benefit of the business.

So well did these candy volunteers succeed that the keepers of all the candy shops begged them to take front seats in show windows, and little girls and boys going by would pull at their mothers' sleeves and say, "Please buy us some stuffed dates or peanut balls." And every young lady shopper with a sweet tooth would run into the candy shop and buy nut and fig caramels, stuffed prunes, or chocolate almonds.

"Getting along without you finely," cabled General Food Resources to Captain Sugar, "so stick on over there till the last gun is fired."

And that's what Captain Sugar is doing!

—*Emily Rose Burt.*

Read the story to the class, bringing out the anxiety of Captain Sugar, the reassurance of the chief, and the willingness of the various substitutes of sugar.

Suggestive questions: Who are the chief characters in the story? As you give them to me I shall write them on the board. Now, let us see what each one did to help Captain Sugar.

Dramatization: Perhaps this story would make a good play. Decide upon the place, the time, the characters, what each one does to help, what you want each one to say, and write a play for us to use here at school about the "Friends of Captain Sugar."

KNIGHTS OF COLUMBUS

They do not ask the faith or creed
Of him that comes into their hut;
True knighthood's door is never shut
Against a pilgrim warrior's need.
They question only: "Would you rest
And are you weary and oppressed?
Then, brother, lay aside your care,
And come, this sheltering roof to share."
—*Edgar Guest.*

WAR POSTERS

Why not have the school make war posters and later give a real exhibition? First, arouse enthusiasm for the project by telling of the French children's poster interpretation of the war (*Literary Digest*, August 17, 1918), and by discussing the merits of a collection of posters brought by pupils and teacher into the schoolroom. When the children have seen what others can do, and desire to do something similar themselves, it is time for the lesson.

1. Get an idea with a short, snappy slogan.

For War Saving stamps. A long range gun throwing bombs of thrift stamps across the sea. Slogan: Stamp, Stamp, Stamp. Two excellent illustrations of posters for this purpose are shown in the October 15 number of NATIONAL SCHOOL SERVICE.

For material for gas masks: Child gathering nuts under a tree. Slogan: More Shells for the Allies. A squirrel eating a nut. Slogan: Give It To The Soldiers, Mr. Squirrel.

Saving old kid gloves for jacket linings. Comical child holding up hands on which are a pair of gloves much too large. Slogan: Kids Are Useful.

Saving coal. A very fat King Coal with a boat in each hand. Slogan: Keep King Coal In Khaki.

2. Work out the idea roughly in miniature for shape, proportion, placing letters, and black and white masses, or color.

3. Work out the idea enlarged by making the drawing more carefully on a larger scale. Render in black and white or in color.

After the posters are finished the day for judging comes. The judges may be older students who have studied poster making. Stars may be placed on the posters which they have voted on for first, second, third, and fourth places. After that a few may be marked for honorable mention.

With the posters starred and labeled and the schoolroom decorated with flags, the day of the exhibition arrives. Student guides may conduct little groups of smaller children, pointing out the force and art in each poster, and explaining why the prize posters were chosen by the judges.

Upper Grades and High School

HISTORY, GOVERNMENT, AND AIMS OF GERMANY

This outline of the history and government of Germany has been prepared for use in teaching high school students.

1. What Napoleon did for Germany.

A. Consolidated left bank of the Rhine. *B.* Prussia changed. *a.* Received most of left bank of Rhine. *b.* Received half of Saxony. *c.* Serfs liberated. *C.* National spirit aroused. *a.* Fichte's address to the German people after the defeat at Jena.

2. The Congress of Vienna in 1815.

A. Union like the United States proposed but rejected. *B.* Union of princes approved; not a union of people, but a union of sovereigns.

3. The Carlsbad resolutions of 1819.

A. Abolished freedom of teaching. *B.* Abolished freedom of the press.

4. Revolution of 1848.

A. National assembly at Frankfort tried to make a real German union. Offered emperorship to Frederick William IV. of Prussia, but the plan failed. *B.* Prussian constitution of 1850 a disappointment to liberal democracy.

5. Formation of a customs union or *Zollverein* under Prussian leadership, 1834.

6. Austria expelled from the German Confederation by Prussia.

7. Seizure of Schleswig-Holstein, 1864.

8. Prussia's War of 1866 with Austria, due to a quarrel over the territory seized from Denmark. *A.* Austria defeated in three weeks. *B.* Prussia dictates to rest of Germany. *C.* The North German Confederation formed (North of River Main). *D.* Prussia annexed most of the North German states that had opposed her in the war.

9. Franco-Prussian War.

A. Three candidates for Spanish throne. Leopold, a Hohenzollern; Amadeus, of Italy; Alfonzo, son of Isabella.

10. France and Prussia quarrel over candidates. *A.* The Ems dispatch and its result. *B.* France quickly defeated. *C.* The huge indemnity. Alsace-Lorraine.

11. Government of Prussia.

Landtag composed of House of Lords and House of Representatives, the latter elected by males over 25. Some districts have only one-thirtieth as many voters as others. Berlin averages 125,000 people to a district. East Prussia, Junkerdom, 24,000 to a district. Cologne: First class, 370 votes; second class, 2584 votes; third class, 22,324 votes. About one-eighth of the voters can choose two-thirds of the representatives of the district. In Saarbrucken, Baron Von Stamm is the only voter in the first class. He chooses one-third of the representatives from his district. In a Berlin district, Herr Hefte, a wealthy sausage manufacturer, was the only voter in the first class.

A. In 1842, Germany had no working class. In 1848, Karl Marx preached Socialism. *B.* Growth of Socialism in Germany. Socialist party formed in 1869. Recent growth due to increase of industrialism.

12. Government of the German Empire outlined.

A. Bundesrat, or upper house. Prussia, 17 votes. Alsace-Lorraine, 3 votes. All others, 41 votes. Total, 61. The Bundesrat represents the states composing the Empire. Each delegation must vote as a unit, but totals are counted. Prussia instructs the Alsace-Lorraine members and they must vote as she wishes. No amendment can be made if 14 votes oppose. There can be no change without the consent of Prussia even if all the other states desired it. *B.* Reichstag or lower house. Prussia, 236 members. All other states, 161 members. Total, 397 members.

The Reichstag is intended to represent the people of the Empire. Most legislation has to be proposed in the Bundesrat. Secret sessions are held. The Bundesrat can dissolve the Reichstag when it wants to. Members of the Reichstag are chosen by electors who in turn are chosen by a method of class elections based on the amount of tax paid by the voters. The Reichstag apportionment has not been changed since 1871. The Emperor may declare a defensive war, but cannot declare an offensive war without the consent of the Bundesrat. The Chancellor is a personal appointee of the Emperor and is theoretically the chairman of the Prussian delegation in the Bundesrat. He is responsible only to the Emperor and can be dismissed or appointed without consulting either the Bundesrat or the Reichstag. Directly or indirectly, he appoints all officials in the Empire, besides having great power in other respects.

13. The mission of Germany.

A. What is "Kultur?" *B.* "World Power or downfall"—German Militarism. War is a good business venture, an evolutionary necessity. *C.* "A place in the sun," quarrels over. *a.* Colonies: with England, France, the United States. *b.* Outlets: Belgium, Holland, Denmark. *D.* Germany wanted England's colonies and trade and the coal and iron of France. *E.* Pan-Germanism. The Berlin-Bagdad Railway and its significance. Pan-Germanism in America. Germany's attitude toward the Monroe Doctrine.

14. Preparation for War.

A. Naval expansion. Germany rejects "Naval Holiday" plan proposed by England. *B.* Kiel Canal enlarged for largest warships. *C.* Special war tax imposed. *D.* German military law of 1913, increasing the army by twenty per cent. *E.* The Kaiser won for the military party by a succession of clever diplomatic defeats (Algeciras, Agadir affair, the Balkan Wars of 1912, 1913).

THE TEACHERS' MANUAL OF THE JUNIOR RED CROSS

A 416-page Teachers' Manual of Junior Red Cross activities has just been issued by the Junior Red Cross to the teachers at work in school auxiliaries of the Red Cross.

The book is divided into two sections; the first dealing with the organization of the Junior Red Cross, and the second with the educational activities and program of service which the Junior Red Cross offers. The place of the school auxiliary in the national organization is clearly outlined, with accompanying suggestions on coöperation with the local chapter. Definite rulings are given in Part I regarding all details of funds, regulation of production, apportionment of work, membership records and reports, and handling of supplies. Part II contains a discussion of the provision of time in the school program for war work, methods of motivating school activities, and the utilization of school studies in the development of ideals and habits of service.

Patriotic plays, games, songs, arithmetic problems, Red Cross graphs, and a section on how to make toys, give practical hints on the carrying out of these principles. Education in health, home and community service, and thrift are here shown in their new war setting, while the program for education through productive work is given an elaborate and detailed treatment.

Supplements to the Manual will be issued from time to time, making modifications necessitated by changing conditions or suggesting new activities. Supplement No. 1 on Manual Training (84 pp.) and Supplement No. II on Our Red Cross (32 pp.), a syllabus for the use of teachers in elementary and high schools in directing an intensive study of the Red Cross during the month of November, are now in print.

WHAT IS MORALE?

It means that the soldier is sure he's right.

It means he's satisfied.

It means he's happy.

It means he's physically fit and morally clean.

It means he's very much in earnest.

And it means he's ready to make any sacrifice to perpetuate his ideals.

Nine men who are kept happy and contented can outfight ten men who are lonesome and homesick. If it is worth $24,000,000,000 to America to keep its men under arms next year, surely it is worth $170,500,000 to make them fight 10 per cent more efficiently—to contribute that factor which, as Napoleon said is "to other factors in war as three to one"—that indefinable, indispensable factor, *Morale*.

STUDYING THE PEACE NOTES

The suggested study on the Government of Germany which appears in this issue can be made of especial value if given in connection with the recent interchange of notes between President Wilson and the German Government, and in view of the reported decrees of the Kaiser, subjecting the military to the civil authority, giving the Reichstag power over the making of war and peace. How do these changes affect the relation of the Chancellor to the people? What will be the probable effect on the military class if the decree as published is carried into effect? How can the German government *legally* be changed? When the President says, "The German people have it in their power to change it," what does he imply as to how the change might be brought about? How might the reply that "the Chancellor spoke for the German government and the German people" be interpreted? What might be the form of the satisfactory safeguards and guarantees of the American and Allied armies that the President asked for in his note of October 14?

O Beautiful! My Country!
What were our lives without thee?
What all our lives to save thee?
We reck not what we gave thee;
We will not dare to doubt thee,
But ask whatever else, and we will dare!

—*Lowell.*

SCIENCE TEACHERS HELP PREPARE NURSES' AIDS

The Surgeon General of the Army has recently asked the Red Cross to secure 15,000 nurses' aids for immediate service in France. It is probable that a similar number of aids will be used later in the hospitals of this country.

The preparation of women for this service consists of the course in home hygiene and care of the sick given under the auspices of the American Red Cross, with one month's practical experience of eight hours daily in approved hospitals.

In view of the large number of nurses being withdrawn from the country for military service and in order to meet the present emergency, it will be impossible to rely upon the graduate nurses to give all of the theoretical instruction. Physicians, high school teachers of natural sciences, and teachers of domestic science will be asked by the Red Cross to give parts of the instruction in subjects other than practical nursing. The nurses available will be used for practical demonstrations.

VICTORY BOYS AND VICTORY GIRLS

President Wilson's request that the seven officially recognized agencies engaged in welfare work among our land and naval forces join in a single fund raising campaign, was acquiesced in immediately by those organizations which at once agreed upon plans for a combined drive November 11-18, under the name of the United War Work Campaign, for a fund of $170,500,000.

Representatives of the seven agencies decided unanimously so to extend the scope of the drive as to afford to the boys and girls of America opportunity to do their share in this great work.

In accordance with that decision a Boys' "Earn and Give" Division, and also a Girls' "Earn and Give" Division, have been authorized, each as an integral part of the whole campaign; and the details of their organization have been worked out.

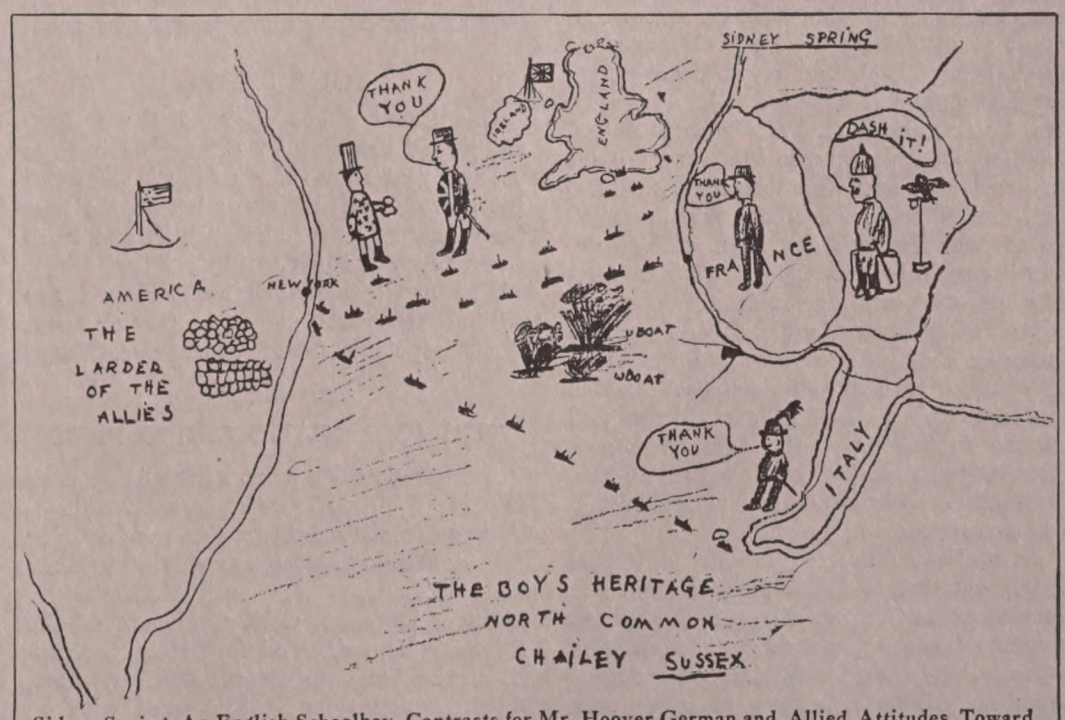
"Victory Boys" is the name of the Boys' "Earn and Give" Division. "A million boys behind a million fighters" is its slogan. "Victory Girls" is the name of the girls' division. Its slogan is "Every girl pulling for Victory."

It is very essential that there be a clear understanding by all workers in the campaign with regard to the relation between the "Victory Boys" and "Victory Girls." The following statement will help to make this relationship clear and bring largest coöperation and effective coördination.

Supervision and Organization

The general campaign director for each state or military department will appoint and hold responsible to him (1) a man to organize and promote the "Victory Boys" within that state or military department and (2) a woman to organize and promote the "Victory Girls" within that state or department.

The "Victory Boys" and "Victory Girls" are both under the department of campaign divisions in the national headquarters organization, with addresses at 347 Madison Avenue, New York City.



Sidney Spring, An English Schoolboy, Contrasts for Mr. Hoover German and Allied Attitudes Toward America's Food Saving and Food Shipments

IN THE MIDST OF THEM

The Americans were greatly surprised to see a number of children kneel in the street as the flag was carried by.—Cablegram from Paris, on the arrival of the American troops.

(Why so patient, standing there,
Edouard, and small Pierre,
Georges, Yvette, and Marie-Claire?)
"When the troops come marching by,"
(Quoth the small Pierre.)
"Mother, wilt thou lift me high,
That we see them, thou and I?"

"Mother, are they fair to see?"
(A busy tongue—Pierre!)
"Have they little boys like me
Left at home across the sea?"
(Alas! Alas! Pierre.)

"Mother, we have waited long;"
(Long, indeed, Pierre!)
"The sun has grown so hot and strong—
Surely none has done them wrong?"
(God forbid, Pierre!)

"Mother, who did send them here?"
(The gift of God, Pierre.)
"But then there is no need of fear,
And on thy cheek I see a tear—"
(The tears of hope, Pierre.)

Down the boulevard a cry—
A bugle note is flung on high—
The Stars and Stripes are passing by!

"The Gift of God," quoth small Pierre;
His hat on breast, his curls all bare,
He knelt upon the pavement there.
(Five young children kneeling there—
Georges, Yvette, and Marie-Claire,
Edouard, and small Pierre.)

Fairest flag of Liberty—
Carrying hope across the sea—
A little child has hallowed thee,
And made of thee a prayer!
—*Margaret Bell Merrill.*

FOOD SAVING IN ENGLAND

There seems to be a quite general satisfaction with the food situation under existing conditions in England, according to a recent number of the *Monthly Labor Review*, published by the U. S. Department of Labor. Under the regulations people are rationed as regards meat, bread, sugar, tea, butter, and jam. The meat situation has improved recently, so that sausages are not rationed, and bacon restrictions have been much lessened. Each person is allowed four coupons for meat each week, which entitle him to about a pound. Certain orders, such as bacon, require one fourth of a coupon only; others, such as ordinary chop or steak, or a large order of chicken, take a whole coupon. As fish and eggs are to be had everywhere, and of the first quality, the average person finds he gets practically all the protein that he requires. Vegetables are abundant and not unreasonable in price.

According to the regulations, each person is entitled to two ounces of tea, five ounces of butter or margarine, and six ounces of sugar per week. The army is making large demands for jam, and to meet these it will be necessary to make over nearly all of the available fruit crop to the jam manufacturers; in addition, the whole of the 1917 bitter-orange crop of Spain and Sicily has been secured for the marmalade manufacturers. Vegetable marrow, a variety of squash, is to be used in large quantities as a "body" for the jam.

If a person lives in a hotel he is given four ounces of sugar a week which he carries to his meals as he may desire; the remaining two ounces the hotel retains for use in cooking. Meat coupons are given up according to one's order. Bread and tea and jam are so served as to comply with the ration order, but no coupons are issued. Butter coupons are issued, but are not always asked for, in which case butter in small quantities is served at breakfast and with tea.

LIBRARY WAR SERVICE

The war work of the American Library War Service to date may be summarized as follows:

41 war library buildings in operation.
43 large camp libraries established.
143 hospitals and Red Cross houses supplied.
243 libraries maintained in the service.
315 small military camps and posts equipped with books.
350 points overseas supplied with books.
406 naval and marine stations supplied with libraries.
1547 branches and stations located in recreation huts, barracks, and mess halls.
600,000 books purchased, largely technical.
1,030,458 books shipped overseas.
3,011,510 gift books placed in service.
5,000,000 gift magazines distributed.

YOUR SHARE

Our Country has assumed the responsibility of shipping to Europe during the coming year four times as much meat and fat as we used to average before the war, three times as much breadstuff, and three times as much sugar.

You are one of one hundred and five million Americans who make Our Country. What is your share of this responsibility?

THE AMERICAN'S CREED FREE

An artistic color print of the American's Creed by William Tyler Page, with explanations as to the origin of the creed will be furnished free to teachers applying through their principals or superintendents to Mathew Page Andrews, Chairman of the Publicity Committee of the Executive Council of the American Creed, 849 Park Ave., Baltimore, Maryland. The creed with an explanation was published in NATIONAL SCHOOL SERVICE, September 1.

CHRISTMAS PLANS FOR THE JUNIOR RED CROSS

Making Christmas presents is much more exciting than just making "things" in manual training, sewing or art classes. Nails are pounded harder, stitches are set straighter, and brushes are plied more enthusiastically when the work on hand is bound for some one's Christmas stocking. That is why the Junior Red Cross made December the "bazaar month" on its monthly schedule.

Made for the Bazaar

Here is a list of contributions to a bazaar in which all the schools of Los Angeles took part:

Art.—Art works of all sorts, pottery, hand-tooled leather, hammered brass and copper designs, jewelry.

Domestic Art.—Rag rugs of gingham and calico, portiers, silk rugs, crocheted and woven articles, children's and infants' clothes, layettes, ready to wear wash garments for women, woven baskets, knitting and shopping bags.

Domestic Science.—Jams, jellies, canned fruits, pickled fruits, cakes, candies, candied fruit, plum pudding, Christmas cakes.

Manual Training.—Furniture, wicker and wood, packing cases, bread boards, wooden articles, toys of every description.

Miscellaneous.—Hand woven laces, runners, coverlets.

The Kind of Bazaar

The type of bazaar held depends, of course, on the size and needs of the community, the number of schools taking part, and their equipment. Single school sales are comparatively simple to handle. When all the schools of a city join in such a venture they are confronted by real problems of business management. Central management was found very successful in running one such large bazaar. The Superintendent of Schools was the head of the whole enterprise. The management of various activities was entrusted to committees of teachers with student assistants. Principals were chosen to be chairmen of these committees since they could leave their buildings during school hours. The following committees were appointed: publicity, reception of goods, salesmanship, equipment, pricing of goods, floor management, decorations, care of stock, finances.

A SCRAP OF PAPER

The Kaiser has no respect for a scrap of paper. Uncle Sam has. He knows that saving scraps of paper means saving for the war.

Have the children estimate the amount of paper required for each piece of work during the day, and at the end of certain exercises compare to see how many have saved paper by efficient arrangement of work.

Put these directions on the blackboard. Use:

1. Both sides of paper.
2. Thought in arrangement.
3. Little pieces when possible.
4. Your paper bag or sheet of brown paper more than once.

U.S. Bureau of education. Division of educational extension.

NATIONAL School Service

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HELPING THE DISABLED TO HELP THEMSELVES

What Uncle Sam Is Doing for the Men Injured in Line of Duty—The Reëducational Program in Our Hospitals

In the old days after war, cripples were numerous wherever one turned. Few people thought anything of it if these cripples were, or soon became, dependent on odd jobs for their living or perhaps, indeed, outright beggars. Today no such condition will result, for the War Department has definitely planned to prevent it.

It will be possible, of course, to refit many of the sick and wounded for further active service or for the immediate resumption of their regular occupations. Besides these, however, there will be many who will have met with more serious disability and will, therefore, be obliged to recuperate in hospitals before they can reënter civilian life.

Cured to Usefulness

In earlier days, "cured" meant simply physically well—sickness over, an amputated stump of an arm or leg healed, a wound closed, a run-down system built up. Much more than this is meant today. A man "cured" means cured to the point where he is able to be useful again. The Surgeon General has stated it as a settled policy that "No member of the military service disabled in line of duty, even though not expected to return to duty, will be discharged from service until he shall have attained complete recovery or as complete recovery as may be expected when the nature of his disability is considered." Complete recovery includes both mental and physical health. Every method recognized by modern medical and surgical science is put to use. To the side of the physician are called reconstruction aides and teachers. Some of the aides will use various physical measures such as massage, electricity, baths, mechanical devices, and active exercises; other aides will endeavor to improve the patient's mental attitude through profitable occupations and thus prevent brooding and depression of spirit. At the bedside in the hospital wards, this work will begin. Later on, expert teachers will give the convalescent such studies as he may be fitted to take up and as may improve the future possibilities of his earning a living, while at the same time the main curative purpose is always kept in mind. When the soldier has been discharged from military life, he may avail himself of the opportunity provided by the Federal Board for Vocational Education and continue his education begun in the hospital under the Surgeon General. The Federal Board is a civilian body which has been charged not only with providing adequate training for men no longer in military service, but also, in coöperation with the Department of Labor, with responsibility for the placement of the men in suitable occupations.

Fitting the Cured to his Job

In each of the eighteen general military hospitals throughout the land, an educational branch, or service as it is called, has been established. Special school buildings and curative workshops have been erected or are in course of erection, gardens and greenhouses are provided or planned, and every care has been taken to make the work thorough and beneficial. One division of this service prevents the misfitting of the man and his future job. His needs are studied, his mental ability is determined, and the progress that he has made in his studies is noted. Another division affords instruction in elementary, high school, and professional subjects. A third teaches commercial, agricultural and other technical branches. A fourth supervises games and sports and provides physical training. All the educational work is done in coöperation with the hospital physicians and with the main idea foremost—to get the patient well. The teachers are, for the most part, limited service enlisted men serving under commissioned educational officers.

(Continued on page 2)

FEEDING FRENCH CHILDREN

Red Cross Worker Tells Younger Brothers of Aid Given School Children of Paris

Do you wish you had been born in France and that your names were Jean, and René, and Etienne instead of Bill and George Albert Drew, Jr., and Ben Drew? And do you wish you wore black sateen aprons instead of woolly blue sweaters?

The reason I began to write you this letter is that yesterday afternoon I put on my hat and coat when I ought to have been working, and went to visit some French schools. I went with twenty nice people who all wore Red Cross uniforms.

Thin, Hungry Children

The reason I went is pretty interesting. For three years, while all the men and the big boys in France have been fighting, their mothers and sisters and all the children whom they had to leave behind them have been getting poorer and thinner and hungrier. You see since the men have gone to war there haven't been enough of them left to grow the wheat and run the machinery which makes the bread. Well, as I said, the mothers and the little children got thinner and poorer and hungrier, but the last thing of all that they gave up was a luncheon they served in the afternoon in the schools to the smallest and poorest children. It was such a little luncheon that they called it "the taste," but finally they had to give up even that, and then when the time came to eat, the children who were just as brave as soldiers had to pretend they weren't hungry at all. They went without that luncheon for a number of months, and then an American doctor decided that the boys and girls in that part of Paris must have that luncheon again. So the doctor rented a bakeshop and he got a ton of nice white American flour, and hundreds and hundreds of cans of American condensed milk, and a very great deal of sugar and some other things.

Thank America for Food

I suppose you think that one bun and one piece of chocolate wasn't much—and we thought so too when we saw all those hungry little faces, and their little legs that looked quite hollow—but the children thought it was fine. They were so polite, boys! When

(Continued on page 3)

2d set

I570
.A2A5
3d set

HELPING THE DISABLED TO HELP THEMSELVES

(Continued from page 1)

The individual man is given attention, and instruction equalling the best given anywhere is afforded. Self-confidence and the desire to make the most of one's opportunities are inspired. A man enters the hospital suffering from rheumatism contracted in the trenches. His fingers are stiff. Instead of being advised, as he would have been in the older days, to move his stiff limbs so many times a day, he is set to do or to learn some work, such as weaving, typewriting, setting type, or repairing an automobile, which is not only curative and helpful in getting him well. If possible the instruction is given in the occupation he has followed or expects to follow.

Curative Effect of Right Work

Again, we have a patient, who, because of some injury, is unable to stoop or bend his body. Such a man will find plenty to do in the hospital garden, picking beans perhaps, or hoeing, gradually regaining the use of the stiff or injured muscles. Still another case: A man has lost his third and fourth fingers. He has been a carpenter and wants to learn cabinet-making but believes that he can never again use his hand in running a plane. Furthermore, his muscles and remaining fingers are so stiff that he can use them only awkwardly. For this man a carpenter's plane is fitted with a leather strip arranged to enable him to use his two fingers and his thumb.

One more example: A man has lost his right arm in battle. Such a man is taught to write with his left hand. For him and for his comrade without a leg, a set of artificial appliances for a variety of uses is made and soon both will be doing much the same work as they did before their disability. Great skill has been shown in this matter of artificial helps. Not only are the "Sunday" or dress limbs provided, but also the more serviceable "utility hooks" to which various tools may be readily attached. The old-fashioned crutch has given away in large measure to the artificial leg. All amputation and other surgical operations are performed to the end that the remaining stump or other part shall be in such condition as to permit its future use. Modern surgery seeks not only to heal, but to restore to usefulness. A man's happiness and earning power are kept in mind as part of the program of restoring him to usefulness.

Motor Mechanics Class Taught by Wounded Aviator who has Recovered

Work in Military Hospitals

Let us gain an idea of the size of the educational program as it appears in actual operation at one of the general military hospitals. In the wards we see bedside occupations in woodcarving, knitting, weaving, basketry, metal work, and modeling. The aim here is light, interesting work. School work is given in the curative workshop where training is offered in left-hand

Left-handed Writing Practice, Walter Reed Hospital

writing, English, spelling, and composition, and in advanced branches, such as arithmetic, Civil Service preparation, and practically any other school subject. In the school, too, we find commercial branches, such as typewriting, stenography, bookkeeping, accounting, business penmanship, commercial law, business English, and salesmanship. In the machine shop, men are busily engaged in learning electric wiring, typewriter and automobile repairing, woodworking, wire and wireless telegraphy. Men who have had experience pursue advanced work in mechanical, electrical, and steam engineering. In another place we are likely to see men occupied with designing and with mechanical, architectural, and free-hand drawing. Shoe-repairing, oriental rug weaving, printing, photography, jewelry making, the manufacture and fitting of artificial limbs and appliances are all in evidence. Outside on the hospital grounds other men are busy at drill, games, field sports, and general recreation and physical training. Light work on the farm in the open air and sunshine or, during the winter months, in the greenhouses, engages still another group of patients.

Broad Program of Studies

It will be seen that a broad program of studies and opportunities has been provided to satisfy every need that may arise. Every effort has been put forth to make it curative first but helpful occupationally as well. There should be no work-slackers as a result of the war; none who have bravely fought will wish to be. Certainly, no one whose physical condition has not been entirely impaired in military service will have a good excuse for being physically or mentally unfit or for being out of a job because of his disability. Not only the individual and his community but the nation itself will receive the benefit.

U. of W.
MAR 25 1919

FEEDING FRENCH CHILDREN

(Continued from page 1)

we marched into their classrooms they all stood up and saluted us as if they had been soldiers. They showed us their copy books and told us what the lesson was. In one class the master himself was quite scared, because he wanted to speak English to make us feel at home. But he made us a fine speech saying how thankful they all were to their American friends for being so generous to them. And then he thanked us especially for thinking of the children and for trying to help them when their fathers were away fighting. Then, he asked the boys whose fathers or brothers were in the war to raise their hands, and do you know almost every boy could raise his hand. They were proud to do it too. Their hands went up quickly and some of them waved—as you do when you especially want the teacher to pay attention to you. Then the master asked the boys whose fathers would never come back to raise their hands, and there were so many of them that we could hardly bear to count them; and this time the hands went up very slowly and their faces were very, very sober.

Bun Baskets Decorated

In the first school we went to, the big hall was decorated with a long string of American flags, every one was drawn very carefully, and then colored, with crayons, by the littlest children. There were paper chains, too, made out of red, white, and blue paper, and finally when the buns came in, the baskets were all decorated with the American flag, because the American people had given the bread.

The boys all marched into the hall in a long, long line and, Bill and Junior and Ben, I was *so* afraid that there wouldn't be enough buns to go around! They marched up to the baskets, their little wooden shoes making a terrible clatter on the stone floor and every boy got a bun in one hand and a bar of chocolate in the other and every boy said "Thank you" in French, very politely. I don't think even the smallest forgot that, though some of them were so excited that they couldn't march straight and some of them couldn't talk at all plainly, even in French. There was one time when I got very much excited myself. That was when one little boy, in a blue soldier suit just like his father's, said "Thank you" in English. I nearly dropped all the buns I had in my two hands, I was so surprised.

Children Cheer America

The Mayor of the district, who probably seemed like the President of the United States to most of the children, made a speech and told them how sorry the Americans had been that they couldn't have their lunch in the afternoon, and how the Americans wanted them to be strong and well and happy, and had given them the buns and the chocolate to help, and he talked to them in such a pleasant voice and in such a loving sort of way, that when he said he wanted them to shout: "Vive l'Amerique" which means "Hurrah for the United States of America," they shouted, really and truly shouted, just as if they'd been little American boys.

Then in a great hurry, because we had to go to so many schools, we shook hands with everybody, and all the little boys wanted to shake hands with us all over again, and went to another school, not so far away.

We went to the building where the tiniest children of all learned their kindergarten games, and they marched for us, and sang a little song about the good "Saint Christopher" who was kind to little children, and a little boy who had lost his mother and father in the war and who was really too little to understand, said a very polite speech to us and promised us that he and his little friends would always remember how kind the Americans had been to them. He was so tiny that he hid his head in the teacher's apron when he had finished.

Poster Made by Convalescent Wounded Soldier in Hospital, Lakewood, New Jersey

Pale, Thin Schoolgirls

Finally we went to the biggest school of all, and there we found a great hall filled with classes of little girls, all dressed in black, all looking so pale and thin and sad that we were glad to think that perhaps the buns and chocolates we had brought would—in a month or two—bring some color into their poor little faces, and perhaps even put some fat on their wrists and hands that were so thin they seemed like birds' claws. One of the older girls had made a fine big panel picture here showing the children eating their buns and chocolates and capering up and down just as I've seen somebody caper a bit when he was going to have—was it ice cream for Sunday dinner?

America Repaying France

At the end, the nice old Mayor made another speech in which he told us a little bit of how brave the children had been when they were hungry and how glad he was that they were now going to have the American food, and then he thanked us all over again. So, then, one of the American doctors said that when we came over here to France with our men, our food, and our love we weren't making gifts, we were just trying to pay the debt that America had owed to France since Lafayette and his men came across the sea to *help us* in our war. Then the doctor told us how the Arabs believe that people who once eat even a tiny piece of bread together will always be friends, so the little children and their teachers, and the nice old Mayor, and all the Americans from the Red Cross ate some of the American buns and . . . that is the end of the story!

CHRISTMAS SEALS

Last year in all schools boys and girls sold Red Cross Christmas seals to help along the campaign against "the great white plague," tuberculosis. The fight against tuberculosis, important in peace time, is doubly necessary now. The health of the soldier, of his family, and of those who make his supplies must be protected against the disease.

The Red Cross has decided that this year the support of this great work must not depend on the sale of Christmas stamps. The National Tuberculosis Association must be able to count on a definite amount for its work.

For this reason the Red Cross has appropriated $2,500,000 for anti-tuberculosis work in 1919 and set aside for this year the *sale* of Red Cross Christmas seals.

The seals will be *given* as an award to members, ten seals to each member who answers the Red Cross Christmas Roll Call.

There are 8,000,000 members of the Junior Red Cross. If they took hold of hands and formed a line, that line would stretch from New York to San Francisco and back again.

If they marched at a little less than three miles an hour, to pass a given point would take a month and a half. Almost all of the members are school children.

CENTRAL POWERS SUE FOR ARMISTICE

Marshal Foch Delivers Rigorous Armistice Terms Which Are Accepted by German Military Commanders

Alleppo captured, the Turkish army in Mesopotamia throws down its arms, Turkey surrenders, Belgrade reoccupied, the Italians capture 300,000 Austrians across the Piave, Trent taken, Trieste occupied, Austria Hungary surrenders, the German armies thrust back in Belgium, Ghent captured, Sedan taken, the Allies' armistice terms signed by Germany—these are a few of the rapidly passing scenes in the moving picture of the downfall of militarism and autocracy in Europe. With this brilliant victory of the Allies, declares Herbert H. Asquith, former Premier of Great Britain, comes "the collapse, complete and irreversible, of autocracy." "We may say with confidence," he continues, "that the war has buried beyond hope of resurrection autocracy and its satellite—militarism."

Turkish Army Captured

The immediate events preceding Turkey's capitulation were the end of General Allenby's remarkable campaign by the capture on October 26, of Alleppo, 250 miles north of his original lines near Jerusalem. Two days before, the Mesopotamian army which had been comparatively quiet for many months began a forward movement which resulted, on October 30, in the capture of the entire force of Turkish troops on the Tigris River, estimated at 8000.

Terms of Turkish Armistice

Realizing that further resistance was useless, the Turkish government secretly opened negotiations with the Allies; and, on October 30, at Mudros, on the island of Lemnos, an armistice to begin on the following day was granted to the Turks. As in the case of Bulgaria, the armistice is equivalent to complete and unconditional surrender. Foremost among the conditions of the armistice is the opening of the Dardanelles and the Bosphorus to the warships of the Allies and the occupation of the forts guarding these straights. The other conditions include the freeing of all allied prisoners of war in Turkey; the immediate demobilization of the Turkish army; the surrender of all war vessels in Turkish harbors; the surrender of Turkish lines of communication; and the severance of all relations with the Central Powers.

As in the case of Bulgaria, the armistice is purely military. It leaves the Allies in a position to dictate the terms of peace at a later date.

Serbians Retake Belgrade

The downfall of Austria-Hungary is as complete as that of Turkey. The gallant Serbian army assisted by the French has continued to press the Austrians relentlessly northward occupying Kragujevatz and towns on the Danube River until it has crowned its successes with the capture of Belgrade. After sweeping the enemy from the gates of Monastir on the southern extremity of their country to the blue waters of the Danube on the north, the Serbians have almost completely recovered their homeland in a campaign begun less than seven weeks ago.

The Break-Up of Austria-Hungary

While making no pretension to minute accuracy as to political or ethnographical boundaries, and including other areas as well as Austria-Hungary, this map serves to show vividly the national aspirations and claims of the subject peoples of Austria-Hungary, especially the Slavs. Those parts of Germany which are indicated as Polish have a considerable German population, particularly in the north, but the Polish areas of Austria and of Russia are occupied almost entirely by Poles. Among the Czecho-Slovaks there are, in fact, islands of Germanism, and there are also German and Magyar communities in those parts of Hungary marked as Roumanian. The Jugoslav areas are practically free from other nationalities except in the region north of Belgrade. There are also Jugoslav elements intermixed with the Italians along the east coast of the Adriatic. The chief value of such a map as this is to indicate roughly the regions of the Austro-Hungarian monarchy in which separatist movements are well under way.

Italians Capture 300,000 Austrians

More dramatic even that the Serbian successes, and far more important, is the campaign begun by the Italians, October 24, which within ten days resulted in the capture of 300,000 prisoners and the complete elimination of Austria-Hungary from the war. What appeared to be a local offensive in the region of the Eastern Trentino suddenly shifted to the upper Piave where, in the face of strong resistance, the Italians assisted by the British and the French, crossed the river which since the Austrian offensive of a year ago has formed the boundary line between the Italian and the Austrian armies. Once the Italian army was across the river the lines of the enemy gave way completely, severing the Austro-Hungarian armies operating on the plains from those in the mountains. The retreat of the Austrian forces immediately became a rout. The Italian cavalry quickly made its way to the Tagliamento River. In the face of the panic which seized the entire Austro-Hungarian army and of open rebellion at home, the Austrian commander begged for a cessation of hostilities. General Diaz, commander of the Italian army, in conjunction with the supreme war council of the Allies sitting at Versailles, submitted the terms of an armistice to the Austrians which they agreed to on October 3.

Austria-Hungary's Complete Surrender

The conditions of the armistice require the total demobilization of the Austro-Hungarian army and the surrender to the Allies of one-half of its artillery and equipment; the evacuation of all territories invaded by Austria-Hungary since the beginning of the war; the evacuation of the southern watershed of the Tyrol, Trieste, Istria, northern Dalmatia, and the islands in the eastern Adriatic. The armistice also concedes to the allies the use of all roads, railroads, and waterways in Austria-Hungary; the occupation of such strategic points as are

deemed necessary to conduct military operations or to preserve order; the complete evacuation by German troops of Austro-Hungarian territory within fifteen days and the freeing without reciprocity of all allied prisoners of war and interned civilians held by the Austro-Hungarians. The naval conditions call for the surrender of fifteen submarines, three battleships, three light cruisers, nine destroyers, and twelve torpedo-boats. All other Austro-Hungarian war vessels, with all naval aircraft, are to be completely disarmed and the land and sea fortifications of the naval base at Pola surrendered to the Allies.

Pandemonium in Dual Monarchy

The result of these defeats has been pandemonium throughout the Austro-Hungarian dominions. The long expected breakup of the incongruous Dual Monarchy formed in 1867 has apparently been accomplished. Refusing the Emperor's offer for the formation of a number of federal states under the Hapsburg Crown, each portion of the Hapsburg dominions is now seizing the opportunity to declare its complete independence. In Prague the Czechs assumed control of affairs, on October 28, thus opening the way for the establishment of the Czecho-Slovak state, including Bohemia, Moravia, and Slavonia in northwestern Hungary. This new government has already been recognized by President Wilson and the Allies. In western Hungary the Jugoslavs comprising Croatians, Dalmatians, Slovenes, and Serbians have declared themselves free from Hungarian domination, and have established a government at Agram. They have also taken possession of the entire Austro-Hungarian fleet in the harbor of Fiume.

Hungary Proclaimed a Republic

In Hungary, a movement for independence is also on foot by means of which it is hoped to escape punishment for the crimes committed by the Dual Monarchy. Count Tisza, Austro-Hungarian Minister of Foreign Affairs at the beginning of the war and commonly regarded as one of the chief collaborators in the infamous ultimatum to Serbia which began the war, has already paid the price of his actions by assassination. Count Karolyi, a prominent Hungarian noble is heading a movement for the complete political independence of Hungary which has resulted in proclaiming Hungary a republic and the recognition of the independence of the Jugoslavs.

New German State of Austria

Not to be outdone in the general scramble toward separatism, the German deputies in the Austrian legislature have proclaimed the new "German State of Austria" which is probably only a temporary stop-gap in the revolutionary measures now proceeding in Vienna. Thus it becomes clear that the authority of Charles, the Emperor—King of the Austro-Hungarian dominions, has vanished. Before many days pass the Hapsburg family which began its career far back in the Middle Ages may be in exile from all of its ancient possessions.

Further German Withdrawals

Although military operations on the western front were not so dramatic as those in Italy just prior to the Austrian armistice, nevertheless steady progress was made toward the elimination of the German army. The British captured the important city of Valenciennes in northern France on November 2, while the Americans and French continue to push the Germans back on the highly strategic railway north of Verdun. Of even greater importance, however, was the announcement that during October the Allies captured 108,343 prisoners of war and 2064 cannon on the western front. The total captured since the middle of last July is 385,000 prisoners and over 6200 cannon.

Armistice Parley Follows Disasters

The succession of disasters on the western front with the surrender of her two allies, Turkey and Austria-Hungary, made Germany more eager than ever to obtain a cessation of hostilities. In reply to President Wilson's announcement that he had sent the German request for an armistice to the allied powers the German government hastened to assure the United States that "peace negotiations are being conducted by a People's Government, in whose hands rests, both actually and constitutionally, the power to make the deciding conclusions." Some evidence of this is seen in the recent adoption of an amendment to the German constitution which places the power of declaring war and making peace in the Imperial parliament, and in the dismissal of General Ludendorff generally regarded as the ablest military leader of the German army throughout most of the war. The terms of the armistice to be demanded of Germany were unanimously agreed to by the supreme war council of the Allied powers at Versailles, and handed to the German Commission by General Foch, supreme commander of the Allies.

Germany Signs Armistice

In Germany, in the meantime, revolution was spreading with alarming rapidity, and the Government recognized that the cause of the Hohenzollerns was lost. On November 9, the Kaiser was forced to abdicate. The Germans accepted the Allies' terms at dawn on November 11, and the armistice went into effect six hours later.

While an armistice is not technically equivalent to peace, it is clear that the greatest war in history is virtually over.

FRIENDS FOR FIGHTERS FAMILIES

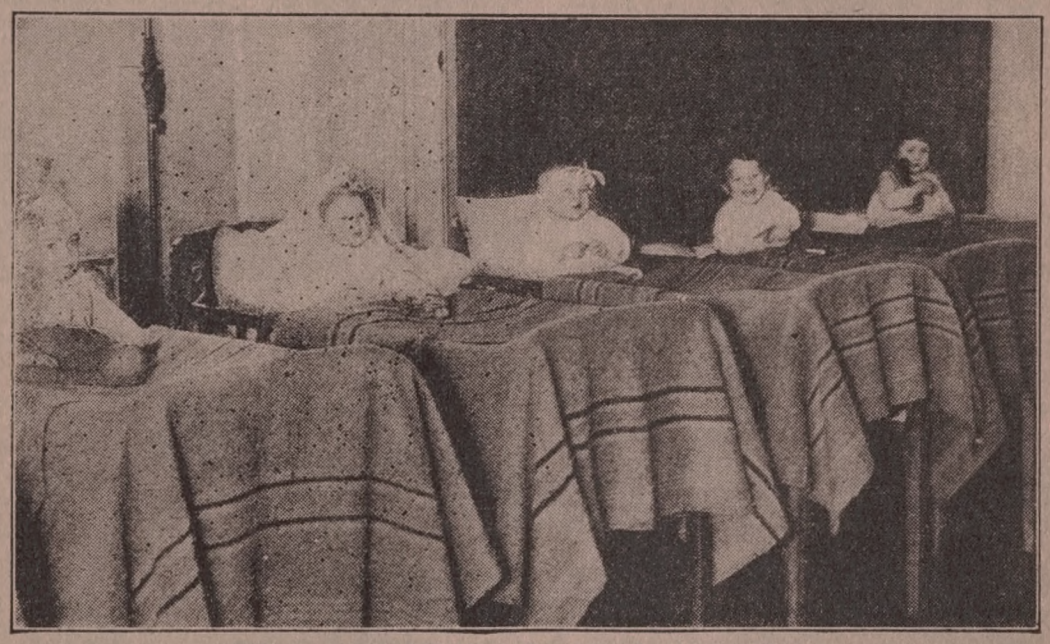
Red Cross Home Service Extends Help and Comfort to Families of Soldiers and Sailors

One of our American boys now in the front line trenches wrote the other day to his brother: "In your last letter you said you wished you were here. I wish so myself. It is a great life. My heart aches for my wife and children, but if I had not come I would never have felt I was a real man."

When a soldier goes away to war he must leave his family, his "folks" behind him. It is part of the sacrifice that he and his family are called upon to make for their country, and everyone has made it gladly.

Now it sometimes happens that when a soldier goes away from home things happen which he would take care of if he were only there. Sometimes it is a matter of business; sometimes it is sickness; sometimes an accident to one of his children.

When the soldier hears about it he worries and wishes he were home to help. The farther he is away from home the more he worries, and a worried soldier does not make a good soldier. Only when all is well with the mother, the wife, the brothers, the sisters at home, can the soldier go forward bravely and cheerfully.



Children of French Soldiers Cared For by the Red Cross

Kinds of Help Given

With a big army like ours of two million men, there are at least a million homes here in America from which a father or husband or brother has gone; a million homes in which things like the following can happen. For instance, a few weeks after a certain soldier enlisted in one of the western states and went to camp, a moving van drew up in front of his door to take from it the furniture he had been buying on the weekly payment plan. In one of the northern states, one of two young brothers who had been managing the family farm for their aged parents was drafted; two weeks after his departure for camp the remaining son died just at harvest time, and there was no one to harvest the crops. In another case a newly married soldier left

his young wife with his relatives and asked them to look after her. They made her a household drudge and forced her to give them all the money her husband sent to her.

Care for Folks at Home

Things do indeed happen to the folks at home. Every soldier and sailor who goes to the war recognizes that this cannot be avoided. His real anxiety is not so much that things may happen, as that, when they do happen, he cannot be there to help and advise. The spirit and courage of the Army and Navy of the United States will therefore depend in no small measure on the way the folks at home are protected and cared for. If the soldier or the sailor is to do his best he must have the assurance that, whatever happens, his family will have friends to help them. The American Red Cross has undertaken to give this assurance to every soldier and sailor, wherever he may be. The Red Cross calls this work Home service.

Over fifty thousand people are engaged in doing this work for the Red Cross and they have helped over one hundred thousand families of soldiers and sailors since the war began. In fact, Home service is a guarantee that no enlisted man's family shall lack for anything in the power of this country to provide. This is how Home service works.

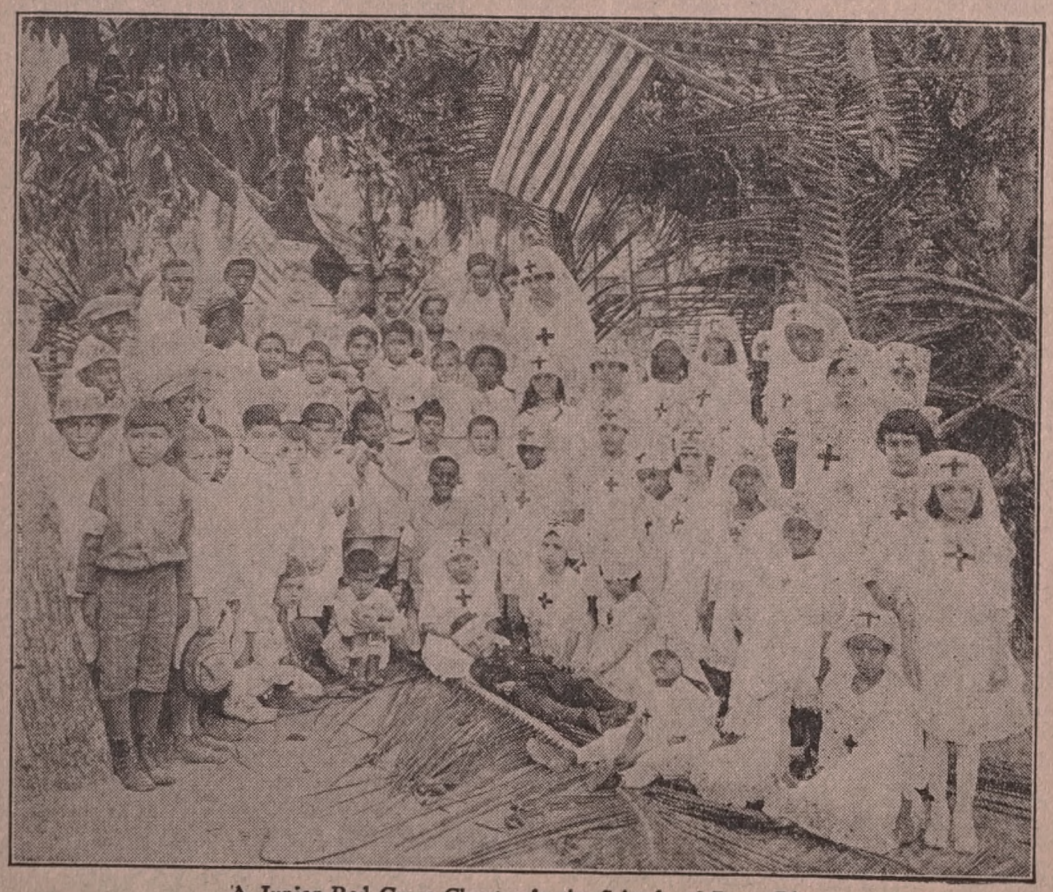
Help in Awkward Tangle

In a city not far from the Canadian border, the American wife of a soldier in the British army—a woman of refinement and education who had always depended upon her husband to transact the business affairs of the household—got into an awkward tangle because she did not know business methods. A great deal of money was involved and she was almost sick with worry until a friend told her about the local Home service section of the American Red Cross. She was obviously embarrassed when she came to the Home service office. The Home service people telephoned to a leading merchant of the city, consulted a lawyer, and secured from both some very valuable suggestions for a way out of the difficulty.

Reads and Writes Letters

Then there was the case of an old lady up in the mountains of one of the southern states. Her son was drafted. He wrote home regularly all the time he was in camp in this country. The postman happened to notice that the old lady never sent any letters back. He happened to mention this to a Home service worker. She stopped one day to see the old lady and after a few minutes tears came into the mother's eyes as she confessed that she had a big bundle of letters from her son which she could not read because she had never learned how. The Home service visitor read the whole pile to her that afternoon. Then she found out that the old lady could not write, and now the Home service visitor visits the old lady whenever a letter comes, reads it to her and writes the answer. It has made her very happy.

Red Cross Giving Toys to the Children of Noyon



A Junior Red Cross Chapter in the Schools of Porto Rico

Old Fashioned Neighborliness

Home service after all is just friendly, personal help and comfort; it is aid of any kind; it is old fashioned neighborliness given to the families of soldiers and sailors whenever they stand in need of these things. Home service is also given to the families of the soldiers and sailors of the Allies who may happen to live in this country. To be sure, the majority of the families of our soldiers and sailors will not need outside help. There will be a considerable number, however, who will find it hard to get along without some good friend and neighbor like the Red Cross to rely upon. The United States Government has provided financial assistance and every soldier sends part of his money to his family, but there are many things which the Government could not undertake to do. For example, the Red Cross Home service gives information to all soldiers' and sailors' families on every subject where their pers nal interests are concerned. Home service tries to give the children and grown-up folks in soldiers' and sailors' families the opportunity for good times. It will try to provide the chance for a good education to promising boys and girls. It has helped women with the management of their farms. It has helped young mothers with their little babies. It has seen that children had a doctor when they needed one or that the mother has had a doctor or nurse if she wanted one. It has even helped people to find good jobs, jobs in which they could do their best work.

THE JUNIOR RED CROSS

Activities of the Organization Revealed in a Series of Pointed Questions and Answers

The following summary from "Helping Uncle Sam," used in the public schools of Michigan, will serve as a basis for discussing the Junior Red Cross work as related to the schools.

1. What is the Junior Red Cross? It is a means by which the boys and girls in school can serve the whole world by helping the sick and suffering people everywhere. As President Wilson says, they can learn to be "the future good citizens of this great country which we all love."

2. Who began the Junior Red Cross? The War Council of the American National Red Cross adopted the plan on September 3, 1917. It is administered by directors of junior membership in fourteen divisions throughout the United States. Under them are the chapter committees and school officers. But it is the children who are the important workers.

Schools Become Members

3. Who can join the Junior Red Cross? Any public, private, or parochial school may join the Junior Red Cross. Then all the boys and girls in the school become members of the American Red Cross.

4. How can a school join the Junior Red Cross? First, the school authorities must give their consent. Second, the school must either collect dues or take a pledge that it will earnestly do Red Cross work. Third, the school then makes a formal application for membership to the local chapter or branch school committee, showing that it has collected the dues or taken the pledge. Then the school becomes a School Auxiliary of the Junior Red Cross and each child in the school becomes a member in the American Red Cross.

5. What are the dues which a school must pay? The dues for each school are as much money as would be collected if each child in the school gave twenty-five cents.

How Dues Are Paid

6. Does each child pay twenty-five cents? No, the whole school collects and pays the dues all together. The money may be raised in any way which the School Auxiliary decides, with the approval of the chapter or branch school committee.

7. What is the school fund? The school fund is composed of junior membership dues and other contributions from any source. No part of it is diverted for Chapter use or for general expenses for the Red Cross.

8. How is the school fund used? Funds are used for the purchase of materials to make into supplies needed by the Red Cross.

9. Who are the officers of the School Auxiliary? The school principal or someone chosen by him is the chairman of the Auxiliary. The teachers may be either officers or members. The children are members.

10. What is the connection between the School Auxiliary and the American National Red Cross? The American Red Cross throughout the United States and its possessions is divided into fourteen divisions. Within each division are many chapters. The School Auxiliary is directly under the charge of the local chapter or branch, but there is a director of junior membership in each division. At Washington, in the National Headquarters, there is an office for the Junior Red Cross where the work for all the junior members is planned.

11. Who is the president of the Junior Red Cross? President Wilson is the President of the American Red Cross, of which the Juniors are a part.

Red Cross Plays Santa Claus to Refugee Children

12. When should a school join the Red Cross? Your membership as an Auxiliary is given for only one year. Be sure to renew it at the beginning of every school year.

Work of School Auxiliary

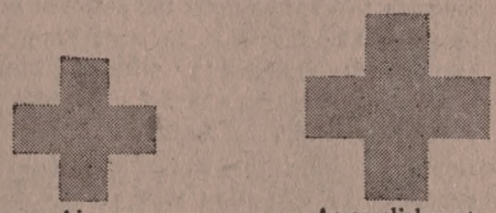
13. How does the School Auxiliary find out where to help? The Red Cross chapter that helped the Auxiliary to organize will tell what work is needed. The National headquarters will send out pamphlets with directions. These pamphlets are distributed through the chapters. Members of the Auxiliary themselves will think of many ways to help and can ask their chapter school committee for its approval.

14. What sort of work does the Junior Red Cross do? It works in three big ways: *Study:* The children study the history of the Red Cross; they study how to help in the best way. *Service* to their city or village. *Service* to all suffering people. The children make many of the supplies used in this country and in Europe.

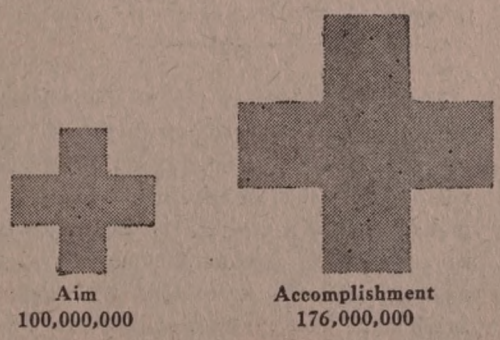
15. How much school time will be spent on the Red Cross work? That will depend on what the principal decides.

16. Will the members work for the Red Cross outside of school hours? Any eager member will find many chances of helping his auxiliary and the chapter.

First War Fund Drive



Second War Fund Drive

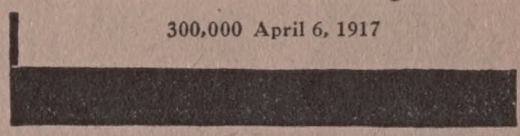


17. What can the Junior Red Cross make to send to our soldiers and to the people of France and Belgium? The best work for the Auxiliary is the making of clothes for the refugees of France, Italy, and Belgium. Over half of these refugees are babies and children. To these will be added the millions of destitute and suffering people in the Balkan countries, and in other countries now accessible under the terms of the recent armistices.

THE GROWTH OF THE AMERICAN RED CROSS

At Christmas time the entire American people is to be asked to answer the Red Cross Christmas call. Every man, woman, and child in America is expected to become enrolled in this army of mercy. Some idea of the magnitude of the Red Cross movement may be had from the facts recently published by the American Red Cross war council. On May 1, 1917, there were 486,194 members of the Red Cross working in over 562 chapters. On July 31, 1918, fifteen months later, the organization numbered 20,648,103 annual members, besides 8,000,000 members of the Junior Red Cross—the total enrollment of over one fourth the population of the United States—working through 3854 chapters with 30,000 branches and auxiliaries.

Red Cross Membership



Christmas, 1917—22,000,000

More than $8,000,000 is devoted to canteen work and to the production of relief supplies. By July 1, 1918, American Red Cross chapters through their workrooms had produced 490,120 refugee garments, 7,123,621 hospital supplies, 10,786,489 hospital garments, 10,134,501 knitted articles, 192,748,107 surgical dressings, a total of 221,282,838 articles, with an estimated value of $44,000,000.

The home service with its more than 40,000 workers extends ministrations of sympathy and counsel each month to more than 100,000 families of soldiers in the active service of the country.

National School Service

Published Twice a Month During the School Year by the Committee on Public Information, GEORGE CREEL, *Chairman*

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State Editorial Boards, each consisting of five members appointed by the State Superintendents, represent the classroom teachers of the several States.

Now is the dawn of peace—and the "twilight of the kings."

The need of saving food is more imperative than ever. Starving Europe must be fed.

Under the armistices now in force, the western world has renewed access to millions of suffering people who for four years have been cut off by the battle-lines. The Red Cross will need every dollar that American generosity can provide if relief is to be taken even to the friends of the Allies among these peoples, to say nothing of the late enemy populations.

Especially interesting to teachers will be the plans that the Y. M. C. A. has made for education during the period of demobilization. The army in France, indeed, will become a great university. Among the two million soldiers in France there are many competent teachers from elementary and high schools, as well as highly-trained specialists from universities and technical schools. These men will be called upon to serve as instructors under the supervision of competent schoolmen, some of whom are now in France organizing this work. Every man in the service will have an opportunity to undertake almost any study in which he may be interested and for which he is prepared. For those whose educational opportunities have been limited, there will be classes in the elementary school subjects—even in the rudiments of reading and writing. For the more advanced, there will be high school work and work of college and university grade. Nor will vocational education be neglected. It is not generally known that the work of the army itself involves more than six hundred different trades. A great laboratory of vocational education is thus immediately at hand. A soldier seeking to master a trade will find the way open, the range of choice wide, and the facilities for instruction and training developed on a scale heretofore undreamed of, much less realized. This is the great university that is taking form in France under the general direction of the Y. M. C. A., which acts in this work at the request of the commanding officer and with the full coöperation of the military organization. It represents something new in the history of war—something finely consistent with the traditions of the "cleanest army in the world."

Can there be what William James once called a "moral equivalent of war"? Can we have in times of peace the same spirit of coöperation and sacrifice, the same deep recognition of individual obligation to the common weal, that a great national struggle so quickly develops? This question will soon press for an answer, and it is education that must respond. It is not too early to make a beginning. Peace will not mean that the battle for democracy has been permanently won. It will not mean that the responsibilities that our country has assumed for the cause of democracy can be laid down, or that we can return to the self-sufficiency of an earlier day. Problems that will involve the welfare of others as well as of ourselves must be faced and solved by the American people. It is not too soon to impress upon the children now in school the fact that to meet these responsibilities in harmony with the ideals for which our soldiers have fought, will require from them the keenest and clearest thinking of which they can make themselves capable. If education was at any time merely a privilege, that time has passed in our country. If to strive for knowledge and insight can ever be a duty, it is a duty today.

If the teaching of the war has been a primary task of the schools during the past eighteen months, an equally important task will soon be faced in bringing to every pupil a clear understanding of the issues involved in laying the bases of the peace that our country and its associates will seek to establish. The generation now in school will be more profoundly affected by the sweeping changes that are likely to be made within the next few weeks than shall we of the older generation. The events that will be packed into these few weeks may make this brief period from many points of view the most important era in the lives of our boys and girls. The meanings that even the younger children in our schools attach to these events, the notions that they gain of the reasons for the great changes that they will witness, are bound to have an important influence in their later thought and action. Surely a duty of the first magnitude rests upon the schools to make this period yield the largest possible educational returns. In this number of NATIONAL SCHOOL SERVICE, the terms of the Turkish and Austro-Hungarian armistices are explained, and suggestions for class discussions will be found in the departments.

As other terms of armistice or of peace appear, they may well be made a "special order of business," at least in the upper grades and the high schools. It will probably be less easy to do well the kind of teaching that this involves than it has been "to teach the war," but it is no less important. The more clearly our pupils can be led to understand the principles and policies that will govern the new world order, the better able will they be to take their part in it later.

THE MESSAGE OF THE STARS

(In honor of the Service Flag)

With eager hearts and anxious eyes
  The Magi in far distant years
Would scan the placid evening skies,
  Torn 'twixt fond hopes and foolish fears,
To read strange secrets in the stars.
  And catch sweet "music of the spheres."

Ah! not so foolish-fond are we
  Who gaze upon our stars today,
And by a wiser wizardry
  Interpret what they have to say
Of courage high and purpose pure
  And fate's mysterious yea and nay.

They tell of glorious things to be,
  As far and wide their music rings,
The triumph of Democracy,
  The doom of kaisers and of kings,
The story of a world made free
  And glad with all that freedom brings.

They sound alas! some notes of woe,
  For brave hearts stricken far away;
But not one craven deed they show,
  Not one weak faltering in the fray—
Yes, with such portents all aglow
  The stars gleam in our flag today.

And as we scan them, we shall be
  Lifted above dull commonplace,
Inspired with finer loyalty,
  Endued with greater strength and grace,
O stars of noblest augury,
  How great the glories that you trace!

—*Vernon P. Squires.*

MAKING THE NATION PHYSICALLY FIT

Public Health Service Cites Draft Facts to Guide Schools in New Health Program

As a result of the physical examinations made during the first draft, over one third of all the men examined were rejected for active military duty because of physical defects.

A very large proportion of these defects represented conditions which could have been prevented during childhood. The findings constitute at once a grave indictment of our neglect to safeguard the physical fitness of our nation's manhood, and a strong argument for nation-wide school medical inspection.

Here is a typical example from seven local boards in Detroit, Brooklyn and New York.

Number of men examined.....7611
Number rejected for physical defects, 2232, or 29 per cent.

On the average an additional six per cent were subsequently rejected, for physical reasons, by the cantonment surgeons.

Prominent causes for rejection: eye defects, 462 or six per cent; teeth defects, 366, or 4.8 per cent; underweight, 350, or 4.6 per cent; hernia, 223, or 2.9 per cent; foot defects, 180, or 2.3 per cent; miscellaneous, 651, or 9 per cent.

Among the defects frequently encountered many are so obviously preventable by a little attention in early life, that school teachers throughout the country will do well to consider whether, even in the absence of organized school medical inspection, they cannot contribute to an improvement in the physical health of the nation by calling on parents to have their children medically examined once a year.

Physical examination of school children shows that the following are some of the commoner defects the correction of which during childhood does so much to promote the development of sturdy bodies in adult life: carious teeth, adenoids and enlarged tonsils, enlarged lymph glands, defective vision, impaired hearing, anaemia and malnutrition.

What are you doing to make the nation's manhood fit?

SPECIAL MESSAGES TO SEND TO EVERY HOME

1. The Food Administration has sent out an urgent call for Americans to continue to save food in order that we may share at least 17,550,000 tons with those who are in dire need in Europe.
2. Send to every home the story of what the American Red Cross is doing for our soldiers at home and overseas, and for the families dependent upon them.
3. Save and sell through the local councils authorized by the War Industries Board: paper, cotton rags, iron, steel, copper, wool, brass, zinc, aluminum, rubber, babbit metal, tinfoil, leather, lead.

FRESH AIR AND THE SCHOOLS

Helping to keep the school children well and strong is every bit as important a duty of the teacher as is the teaching of the three R's, says Surgeon General Blue of the United States Public Health Service in a special communication to National School Service. It is impossible, he declares, to maintain children in good health by keeping them in overheated, badly ventilated classrooms. As a nation we talk a great deal about fresh air, but many of us do not really practice what we preach. An exhaustive study made recently in the public schools of New York city showed that there was less sickness due to respiratory troubles, and less absence due to illness in classrooms where there was good open-window ventilation than in those where the ventilation was poor.

This is the season of the year when people begin to keep their windows closed, and live in stuffy, badly ventilated rooms, mainly because they do not realize the danger to which they thus expose themselves.

Is your classroom well aired?

Do you have setting-up exercises with wide-open windows two or three times a day?

Do you watch the thermometer in your room, and keep it from going over 68 degrees Fahrenheit?

Are your pupils inattentive or drowsy after an hour in the classroom?

In a well managed fresh-air school connected with the New York tuberculosis preventorium for children, the pupils are easily kept up to the standard grades even though they attend only a single session of school daily, either in the morning or afternoon. Their minds are so alert, because of the fresh air, that they do in one session what the children in other schools do in two.

Why not have a "fresh air" classroom?

WASTE MATERIAL CRUSADE

A paper famine threatens the country, according to announcements of the War Industries Board, and the Government wants every patriotic citizen to do two things: economize in the use of paper, and save all waste materials. Materials to be saved are paper, cotton, rags, iron, steel, copper, wool, brass, zinc, aluminum, rubber, babbit metal, tin-foil, leather, and lead.

So necessary is this saving of waste materials that the War Industries Board has planned a nation wide campaign, beginning November 20, under the direction of local councils appointed for this purpose. The slogan, "Don't Waste Waste," will be sent from coast to coast.

Here is a real opportunity for the schools. When waste paper is worth fifty cents a hundred pounds, rags from five cents to fifteen cents a pound, and scrap metal about fifteen dollars a ton, the schools should join the service campaign and seize the opportunity to buy thrift stamps or turn the money into some important school service fund.

Make Paper Balers

It would be well to have paper balers made by the manual training department of schools. It is even possible to make a paper baler from an old box or crate. In this is placed some strong cords or pieces of rope running parallel across the box with others at right angles. The ropes should be left loose enough to lie on the bottom of the box, and then lined with papers. It is then possible to throw into the baler paper of all kinds. When it is filled and the paper is pressed down, the top should be covered with a large piece of paper and the strings brought across the top and tied securely. Then the bale is ready for market.

Material should be classified as follows: cotton rags; newspapers; books and magazines; and chip or scrap paper. By classifying the paper in this way, it is possible to realize the largest amount for each class.

The time to begin saving is now. Save, bale, and then get in touch with your local War Industries council for disposal. If no council has been organized in your locality write to the Waste Reclamation Section of the War Industries Board for further information.

FOR THE THANKSGIVING TALK

The United States food pledge of seventeen and one half million tons of food for shipment over the seas may be made the theme of a Thanksgiving talk before the weekly assembly. Here are some suggestions:

1. The President's Message to the Allied Food Controllers last summer: "The American people will gladly and willingly make any sacrifice in their consumption and production of food stuffs that will maintain the health, comfort, and courage of the people of the Allied countries. We are, in fact, eating at a *common table* with them."

2. America's Pledge: The United States of America through its representatives gave the Allied Food Controllers this assurance: "Determine what you must have and how much the ships can carry. That will be your quota through the coming year. You need not consider how much America has more or less. We will send it; we have it or we will find it."

3. The food program for 1918-19. America's food pledge, seventeen and one half million tons. See National School Service, October 15, p. 7.

4. Location of the world's food and the shipping situation. Food must be shipped from America rather than from the Argentine and Australia so that ships may be released to transport troops.

5. The national obligation is a personal responsibility.

This outline can be used also as the basis for a classroom talk on Thanksgiving or used as a basis for a conservation talk.

Rural Schools

THE RED CROSS DRIVE IN RURAL DISTRICTS

Of all the drives ever planned none has made quite the appeal that will probably accompany the Red Cross Christmas Roll Call, December 16-23. All that is good and merciful in this terrible world war, all the ideals and aspirations for which men suffer and die, seem epitomized in the motherhood of the Red Cross. For this reason the American people, and especially American mothers and teachers, will respond to the Red Cross call next Christmas week even more whole-heartedly than to our various other successful drives.

There are two phases of this campaign, and in country districts the rural teacher will be chiefly responsible for both. The first is the enlistment of all school children and others between five and eighteen years of age in the Junior Red Cross. The second is the enrollment of all adults, not by families but by individuals, in the American Red Cross. Both of these undertakings call for one hundred per cent membership, a goal which should be readily obtainable in most rural districts if an effective campaign is waged. In advancing this campaign the following suggestions are offered:

Secure Literature and Information

A good list of references on the Red Cross will be found in the Junior Four Minute Men bulletin accompanying this issue of NATONAL SCHOOL SERVICE. Write for these as directed in the bulletin. The Teachers' Manual, A.R.C., publication No. 606, is extremely valuable and should be obtained by every rural teacher if possible.

Study the Red Cross

As soon as you have obtained literature and become well informed yourself on the history, purposes, and activities of the Red Cross, begin a systematic study of the organization with your children. The morning exercise period may well be lengthened for a month to 20 or 25 minutes and devoted to this purpose. In this classroom study, Red Cross publications, No. 606, The Teachers' Manual, No. 601, Story of the Red Cross, and Our Red Cross, will be found indispensable.

This study should include: (1) the origin and history of the Red Cross; (2) Red Cross stories including the selection, reading, telling, and dramatization of reproduced stories, and the writing of original ones; (3) Red Cross verse, including the writing of original rhymes by the children; (4) the making of posters; (5) the planning and writing of a Red Cross magazine; (6) the learning of new patriotic songs; (7) the preparation of Junior Four Minute Men speeches for a contest to be held during Red Cross week on "Why You Should Join the Red Cross; and (8) the originating and production of simple drills and pageants for the community meeting arranged in this connection.

This study of the Red Cross by the children will produce many desirable results. It will motivate and enrich the regular work of the school. (See the Teachers' Manual, p. 56.) It will stimulate the increase of Red Cross sewing and other forms of war work. It will give the Christmas season the greatest enrichment of love and service ever known for an American yule-tide. And finally, it will create so much interest that all the children will join the Junior Red Cross and, in turn, stimulate the interest of their parents and elders for membership in the senior organization.

Enlist Every Pupil as Member

No teacher should feel conscience-free during this drive until every pupil in her school has enrolled in the Junior Red Cross. Because of the impelling motives involved this will be a comparatively easy task. The only possible difficulty lies in the enrollment fee of twenty-five cents. Sensing this difficulty the officials of the Junior Red Cross have ruled that each child need not pay individually, but that the school may raise a common fee, equal to twenty-five cents for each child, in any way desired. In prosperous districts it is probably simplest for each child to pay his own quarter. In less prosperous communities the teacher can plan an entertainment, sale, or other money-making venture to raise the general school fee. In all cases it is better for the children to earn their own quarters than to have them supplied by their elders.

Hold Community Meeting and Contest

This contest and community meeting had best be held on Wednesday or Thursday evening of Red Cross week rather than on the customary Friday night. This will leave Friday evening free for country people to attend the big Red Cross rally which will probably be planned for that date, in the nearest town. A program for this community gathering will be found elsewhere in this department.

PROGRAM FOR A RED CROSS MEETING

The big event of Red Cross Week in rural communities may well be a United Junior Red Cross contest and community meeting. When possible have two or more rural schools, or even a whole township, represented in this contest. This community meeting should come as the culmination of the Red Cross study and activities of the preceding month and can easily be made to motivate most of the regular school work during this time.

The numbers of the following program are taken very largely from the Teachers' Manual of the Red Cross, which may be obtained from the chairman of the local chapter. Current periodicals, particularly the Red Cross magazine, school journals, and this number of NATIONAL SCHOOL SERVICE, contain other good material of this type.

In choosing Junior Four Minute speeches for this program make a preliminary selection between the schools, or grades, or individual children involved, until the number is reduced to four or six. Arrange, also, for three judges to pass upon the children's work. Decorate the schoolroom with flags and posters, and put up an exhibit of Red Cross materials made by the children.

Suggested Program

1. Flag Drill.—Make up a simple, original drill—or select one from the Teachers' Red Cross Manual, p. 105, or from current school journals.

2. Dramatization of a Red Cross Story.—By primary grades. "Cap, the Red Cross Dog," in *Red Cross Stories for Children* by Georgene Faulkner, published by Danghaday & Co., Chicago, is a good story for this number.

3. Acrostics: Knit — Hoover — Uncle Sam. Primary grades. See the Teachers' Manual, p. 101.

4. Play — The Journey of a Dollar. Grades 5 and 6. Teachers' Manual, p. 106. This is an original play written by school children. Have your rural children write and give a similar play, if possible.

5. Song—Behind the Guns in France. Entire school. Teachers' Manual, p. 143.

6. Story of the Red Cross.—A series of brief talks or an original tableaux worked out by children of the intermediate and upper grades. For the information needed on this topic see Red Cross bulletin 601.

7. Recitation.—"The Red Cross Spirit Speaks." Teachers' Manual, p. 112. Or, "In Flanders Field." See NATIONAL SCHOOL SERVICE for September 15, 1918.

8. Explanation of the Junior Red Cross and of the Junior Four Minute Men Contest. By the teacher.

9. What We Juniors Have Done to Serve. One-minute talks by different children illustrating Red Cross activities and showing the materials made.

PEACE FOOD DEMANDS

The approach of peace must not cause us to slacken in our efforts to save food. The need for us to send supplies across the Atlantic will be perhaps greater after peace than before, because there will be more people to be fed, even if we do not have more soldiers in France.

Many of the smaller countries which have been fighting in the war are almost starving. In most of the neutral countries the people have been on short rations for several years, particularly in the little republic of Switzerland. And in France and Great Britain the people are on short rations, largely because Great Britain has lent us many ships to take our soldiers and war material to Europe.

Unless we save, Europe will starve.

10. Why You Should Join the Red Cross. Junior Four Minute Men speeches.

11. Tableaux—The Red Cross Membership Roll Call. Grades four to six.

12. Play—The Red Cross in Italy. Intermediate and Upper Grades. See the Teachers' Manual p. 131. A good alternative play for this number is "A Thanksgiving Dinner in France" in this magazine.

13. Report of Adult Activities from the Local Red Cross Auxiliary. A woman of the Community.

14. Talk—The Red Cross and Why We Should all Join It. A Red Cross official or a well-known farmer.

15. Roll Call for Membership. Make provision before adjournment for an honor roll call of Red Cross members and for the enrollment of all who have not yet joined.

OUR KIND OF MAN

The kind of a man for you and me!
He faces the world unflinchingly
And smites as long as the wrong persists
With a knuckled faith and force like fists.
He lives the life he is preaching of
And loves where most is the need of love.
—*James Whitcomb Riley.*

HOME NURSING

Home care of the sick, which the United States Public Health Service urges during the epidemic, has always been more generally practiced in country than in city communities, because of the remoteness of physicians and the scarcity of nurses. For the duration of the war, at least, home care is going to be more essential than ever. Many nurses and doctors have gone to France, and the call is coming already for many more. The lessened corps in this country has been materially decreased by deaths of both nurses and doctors in the present influenza epidemic.

Real Hygiene

Use your hygiene periods for a few weeks to give the whole school simple lessons in home care of the sick. Take up the topics: Furniture of the Sick-room, Ventilation, Prevention of Infection, Personal comfort and Medical Care of the Patient, Nourishment. Use all the material in your school hygiene text, and write to your State Board of Health for helpful bulletins.

Health and Habit

Do not stop with mere discussions and recited lessons. Have daily health club reports, a question for each day to be, "Have you a clean handkerchief?" and, less frequently, "Have you a clean towel?" Put up a shelf or stand in the cloak room or entry to hold a basin and soap stand, and a hook for each child's hand towel. Encourage the pupils to develop the habit of washing hands before eating.

Have the children make their own hand towels and either wash them or take them home to be washed frequently. Teach them how to make a bed, practicing on a toy bed in school and real ones at home. Show how to wash sick-room dishes and utensils with boiling water, abundant soap, fresh, scalding rinse water, and clean dish towels. If possible, actually do this in school.

FRESH COUNTRY AIR

Some people think that because there are oceans of fresh air and sunshine all around the country home and school, country people and country children get the full benefit of them. Country teachers know this is not so. There are old prejudices, hard to uproot in conservative rural communities, against open windows and "cold air." You may not be able to change the habits the old people have cherished for a lifetime, but it is your privilege and duty to determine in large degree the habits your pupils shall form. For their whole life's good, then, as well as for the interest and alertness of your classroom, see that you have plenty of "fresh country air." Read Surgeon General Blue's article in this issue, and follow the suggestions his questions contain. Be sure your Health Club has as one of its points, "Did you sleep with your window open at least six inches last night?" If you have a jacketed stove, examine the fresh air intake and the foul air outlet and insure the proper circulation of air. If you don't understand it, ask your superintendent about it the next time he comes to your school. If you have only the old type of stove, put window boards under the lower sashes of at least part of your windows. No matter what you have, open your windows wide every time you get a chance, especially at recesses. Go out in the yard with your pupils, teach them games, and play with them, and the schoolroom will lose the curious magnetic charm it seems to have at that time. Any time your pupils seem inattentive, drowsy, and dull, look at the thermometer, suspect the freshness of the air, and spend three to five minutes of setting up exercises with all windows open.

HOW JUNIORS CONTRIBUTE TO RED CROSS FUNDS

Members of the Junior Red Cross in the various schools have used diverse methods of raising money. Many children have sacrificed luxuries from the peanut stand and the drug store. Some run errands, help mother, or tend the baby. Entertainments, garden projects, and food sales afford other means of raising money. In Oklahoma more than one pig in a corner of a school yard grows fat on luncheon scraps. One New Jersey high school runs an employment agency and the students do many odd jobs of the community, such as tending children, washing dishes, laundering, serving dinners, baking bread, mending clothes, tending lawns, and catering for parties. Los Angeles school children supplied the city's Christmas toy trade through the Red Cross shop and made a profit of $3000. The Minneapolis school bazaar cleared $4000 in three days, besides giving valuable manual and business training to many children.

Primary Grades

SAND TABLE TRENCHES

"Come, children! Today we are going to have a lesson around the sand table." Glad to be free of the confinement of hard seats and unyielding desks, they literally crowd about the table in the corner of the room. Let us watch them as their quick eyes take in the picture spread before them in miniature. Across one end a trench runs in a zigzag line. At intervals are dugouts made with small sticks and pebbles. Ladders of toothpicks lean against their sides. A line of toy soldiers in the trench gives an added touch.

"I know what it is. It's a trench," cries little Tom.

"Look at the soldiers! I've got some like 'em. I'll bring 'em tomorrow," volunteers another.

And so it goes. Interest is aroused, the attention caught. Try it yourself and see what you can teach this month with your Red Cross Sand Table.

Red Cross Hospital

Represent the Red Cross Dressing Station just behind the trench by a tent of a small piece of canvas on poles. It may be camouflaged with foliage. Show stretcher bearers, two toy soldiers with Red Cross on arm carrying a third with limp arm or bandaged head.

On the other side of the sand table show a Red Cross hospital. It may be made of cardboard with one side open. It should bear a Red Cross flag. Paint one on roof also. A bed or two with small dolls dressed as Red Cross nurses and doctor attending them will picture the interior. A bit of shrubbery may be placed about.

The picture will tell its own story. Bring out the watchful care of Red Cross for our men. Tell stories that illustrate bravery and devotion to duty of Red Cross nurses, doctors, and ambulance drivers. Be sure to emphasize that our membership is what supports them.

Children Develop Picture

Let children cut paper soldiers. Two thicknesses of paper supported by tooth picks will stand up bravely in the sand. These paper soldiers may be colored to represent uniforms of fighting nations. Children may also cut out flags and color them. Let them make our own "Spangled Banner," the Red Cross flag, the flags of Belgium, France, Great Britain, and Italy. If the children are permitted to place figures of their own making on the sand table, they are much more interested in the picture.

I know the song that my thrift stamp is singing,
Here from my pocket its clear voice is ringing:
"Save, little fellow, you've made a beginning,
"Save, little fellow, the war you are winning."

BILLY BOY'S QUEER THANKSGIVING

Billy Boy: Tomorrow is Thanksgiving Day. Thanksgiving! What has a fellow to be thankful for I'd like to know. Nothing but *save, save, save* for the Belgians, save for the French. I don't want any old dinner anyway. I wonder what we are going to have. I wonder wh—— (voice interrupts him.)

Voice: Want to know, Bill?

B. B.: Sure.

Voice: Look and see.

(Enter in pantomime Mr. Rooster strutting proudly. Misses Turnip, Potato, Celery and Cranberry dance gayly past, laughing at Bill. Fat old Pumpkin waddling slowly by is followed by Lady Pear and Chestnut. Popcorn darts hither and yon. Two apples with blushing cheeks hurrying on as if they had important engagements. When all are on the platform they form a circle around Bill and dance to the time of "Here we go round the mulberry bush.")

Voice: Pretty good dinner, Bill.

B. B.: Oh, that's all very well, but what about Jelly and Turkey and Candy and Pie?

Voice: They have gone to Europe for the needy.

B. B.: There you go again. I don't see why I can't have all I want.

Voice: Long ago a little boy in America had much less.

B. B.: Who was it?

Voice: Look, Bill. Here he comes.

(Enter a thin little Pilgrim lad holding in his hands three grains of corn.)

B. B.: Who is that?

Voice: That is a little Pilgrim boy.

B. B.: What is that he has in his hand?

(He tiptoes up to the Pilgrim to look in his hand.) Pooh, just three grains of corn!

Voice: That's all he had to eat at one meal, Bill.

B. B.: What, only three grains of corn? Not any turkey or anything?

Voice: No!

B. B.: Don't the children of Belgium and France have any more than that?

Voice: Well, they have a little more than that, Bill. But they need all we can send.

B. B.: Well, I guess I don't mind saving so much as I thought I did. I wish all the folks over there would have as fine a dinner as ours. Hurrah for Thanksgiving anyway!

A LITTLE FRENCH LAD'S TREASURE

A curve in the road, a sharp report followed by a hiss of escaping air, and the big machine slid to the edge of the grassy bank.

The occupant, a war worker in France, strolled about while the chauffeur repaired the damage. Suddenly she came upon a little shepherd lad who peered at her gravely from under the peaked hood of his black cape. His sole charge was a very small, very white, very frisky lamb, which scampered away when the stranger approached.

The small shepherd darted after the lamb. As he ran, he dropped a book which he quickly picked up and hid under the flapping cloth of his cape, as if afraid he might lose a treasure. When asked gently to show his precious book, he politely handed it over to the lady. It was a scrapbook filled with gay pictures of Goldilocks and the Three Bears, and on the last page this inscription had been written, "To some little French child, from three little American children, William, Janet, and Roy."

French Orphans Fed by Red Cross

CORN FACTS FOR LITTLE FOLKS

How many have ever watched mother make corn bread? What does she put in it? Meat, eggs, baking powder, fat, and salt. Where does she bake it? In the oven. Does it take long? About 30 minutes. Have you ever seen her make wheat or white bread? Let children tell about mixing, setting to rise, kneading, shaping into loaves, baking. Compare the time consumed in making a quick bread like corn bread with that consumed in the making of wheat loaves.

In France and England most of the baking is done outside the homes. The ovens are not adapted to the baking of corn bread. The mothers of little French children do not know how to make corn bread. They are so busy helping in factories and on the farms that they have no time to learn how to use a new kind of flour. Besides corn meal does not keep as wheat flour does.

Put a small quantity of wheat flour on a bit of white paper. Do the same with corn meal. Let children press first the wheat flour and then the corn meal into the paper. Wheat flour will leave no stain, while the oil in the corn meal will leave a grease spot on the paper. It is this oil that makes corn flour spoil. So it is necessary that we ship wheat to our Allies and keep the corn here.

HEALTH IS THRIFT

"No soldier is better than his teeth" is a saying brought out by the war. Every child is a little soldier. Good teeth are essential to good health, and therefore to good little soldiers.

Teach the children the structure and proper care of the teeth. Teach them when and how to brush their teeth. The advertising section of current magazines contain excellent pictures of children cleaning their teeth. Any dentist will furnish material for objective teaching.

Our teeth are little soldiers brave,
  Who guard the door to health,
The enemy is waiting near,
  With tread of silent stealth.

The general of the enemy
  Is Carelessness and there
At his right hand are
  Laziness and "I Don't Care";
But all of us are captains
  Of our soldiers, and what's more,
We'll show them how to beat the foe
  And guard the precious door.

Intermediate Grades

FIRST AID TO THE RED CROSS CHRISTMAS ROLL CALL

The Christmas Roll Call of the American Red Cross is a newer and better way of saying the Christmas membership drive. The Red Cross is out this December to summon every American citizen to its comradeship.

It is a "Roll Call" this year instead of a "Drive" because it goes almost without saying that people will come forward to help send the message of Red Cross cheer to our men as soon as they are reminded of the opportunity.

It is with the reminding that the schools are asked to help.

Children in school are not asked to join individually; their memberships have come or will come through the Junior Red Cross. Nor are they asked to go on the street and sell Christmas seals and solicit memberships. Membership booths are to be manned by older folk, and the seals will be given away, ten with each membership.

Their part, of course under the leadership of teachers, is to bring the news of the Christmas Roll and the need of a universal answer to each of their own homes.

This can be done in two ways: each child can "talk Red Cross" at home in an attempt to stimulate membership; a general patriotic school program may be arranged to which the parents and friends are invited.

The Division of Four Minute Men of the Committee on Public Information is issuing a bulletin to 750,000 teachers which will outline plans for a December Junior Four Minute Men program, to culminate in a contest of four minute speeches on "Why You Should Answer the Red Cross Christmas Roll Call." This contest will be held at a general meeting during the Roll Call week, December 16-23. If you have not received the bulletin by November 25, write your state Director of Four Minute Men and ask to have one sent to you; or apply to the Chairman of the nearest Red Cross chapter school committee for a copy.

Some supplementary material for making speeches and planning programs will be found in this issue. All teachers are urged to secure the necessary material and to take an active part in the Red Cross Christmas Roll Call.

COMPOSITION SUGGESTIONS

As our girls work on their refugee dresses or knit sweaters and socks they naturally

think, "Where will this dress go?" or "Who will get this sweater or these socks?" With a few facts as to receiving, shipping, and distributing the articles handled by the Red Cross they may be launched into compositions which may bring good results.

The Autobiography of a Refugee Dress

I am a sombre, little gray outing flannel dress made to fit a tiny tot of four, with no trimming and no bright color, but I am warm and useful. After the last button was carefully sewed on, I was gently folded, packed with dozens of other gray dresses just my size, and nailed in a big box stamped with a large Red Cross. Of course I crossed the Atlantic for I was made for a refugee child in France, but little of the journey I knew about down in the hold of the ship. After several dreary weeks our box was unpacked at Evian on Lake Geneva, that town into which the refugee children come from Germany so worn and sick and hungry. "Now," I thought, "I will be able to serve," and sure enough I felt someone pick me up and say, "Just the dress for our little Mathilde." Mathilde a little orphan girl, fresh from her bath, stood waiting with quivering lips for her promised new dress. "I am yours," I murmured as they put me on her and I rubbed my soft self against her warm neck. Mathilde loved me and glowed to think that she owned me. "Now, Mathilde," said the kind Red Cross mother lifting the little orphan girl to the centre of a big table near, "show you are a true French girl." And her piping voice cried, as she rubbed her hands against the downy sides of me, *"Vive la France! Vive la France!"*

A few suggestive subjects for composition follow:

How my Sweater Reached Berlin.
The Socks I Made for a Soldier.
High Adventure—My Vest on an Airman.
My Checkers Cheered a Sick Boy.

KEEPING A FAIR PRICE LIST IN SCHOOL

The Food Administration has published through the newspapers a fair price list. The teacher may make use of this by keeping the names of staple articles posted on the blackboard changing the prices as they change from day to day. The pupils who finish seat work may refer to the list and make problems to be used in their own room at some future time or sent to lower grades.

BOYS IN THE JUNIOR RED CROSS

Last year the boys, unless they learned to knit, could not keep pace with the girls in making articles for the Red Cross. This year, 1918-1919, the articles listed show chances for boys in the Manual Training department. They may make bread boards, drawing boards, canes, chairs, splints, bedside tables, checker boards, and checkers.

Boys may learn to knit, too. If they are inclined to look upon it as a girl's occupation invite your friend, the fireman from the nearest fire-engine house, to come and teach the boys. When they see their fireman hero with knitting needles and a ball of yarn they will fall to with surprising zest.

THANKSGIVING DINNER IN FRANCE

Scene. A pile of ruins in a French village from which the allied armies have just driven the Germans. The sound of guns in the distance. Two little children with their mother crouching low amid the ruins.

PIERRE: Mother, I am so hungry.

MOTHER: Dear child, I have only this little crust of bread left, and I must save that for tomorrow. Perhaps someone will come soon.

PIERRE: Mother, please may I have some water?

JEANNE: Mother, I will crawl out and go very quickly to the village and get some water.

MOTHER: No, dear. You children stay here behind these stones. I will wrap my

French Orphan Waiting to be Taken

skirt around you to keep you warm. Do not move until I come back.

PIERRE: Yes, Mother.

JEANNE: (*Timidly*) Don't stay long, Mother.

(*The mother comes out of the ruin and leaves cautiously for the village.*)

PIERRE: Sister, have the Germans gone away?

JEANNE: Mother says so.

PIERRE: Then, why doesn't my papa come?

JEANNE: He will, I know he will Pierre! Oh, how glad we shall be!

PIERRE: I'm awful hungry.

JEANNE: Brother, cuddle down close to sister and go to sleep. Papa will come, Pierre.

PIERRE: Must I say my prayers, Jeanne?

JEANNE: Of course, Brother.

PIERRE: God bless mother, and sister, and bring my daddy back, and oh, yes, please give us something to eat and make me a good boy. Amen.

(*After a moment's silence, an American soldier enters; sits down near ruin; lays down his knapsack; takes out a bottle of coffee, tin cup, and sandwiches. British soldier enters.*)

BRITISH SOLDIER: Howdy, Yank!

AMERICAN SOLDIER: Howdy, Tommy!

BRITISH S.: I suppose we came for the same reason.

AMERICAN S.: Yes, of course. They ordered us to help these poor people all we could. Found any women and children?

BRITISH S.: No, except dead ones. Sh! Who's there?

(*Enter an Italian soldier.*)

AMERICAN S.: Hi Tony.

IALIAN S.: You didn't see a woman?

SOLDIERS: No.

ITALIAN S.: After the Germans were driven from this village, I got leave to come and see if I could find any people who needed help. I thought I saw a woman, but I must have been mistaken. (*All shake their heads.*)

AMERICAN S.: Say, have you had supper?

ALL: No!

AMERICAN S.: Well, I brought along some pretty good chow, but I don't believe I'm going to find any one, so I guess we'd better eat. (*He takes food out of his knapsack and arranges it on one of the large boxes that are strewn about.*)

BRITISH S.: My word, but that looks good. November 28 is my lucky day.

AMERICAN S.: That reminds me. Today is Thanksgiving Day in America, and our people are all giving thanks that they have enough to share. Want to hear a letter from my little ten-year-old boy? (*Takes out letter, and reads.*)

"Dear Daddy: In our school we are going to make a Thanksgiving for you and for all the little children who haven't any daddies. Our teacher told us that must eat the things that grow in our state, because if we don't use the trains and the boats to bring food in, the trains and the boats will carry food for you and the little children who have no daddies. Sister made this kiss. She is too little to know about how to make Thanksgiving."

ENGLISH S.: (*Takes up a sandwich.*) Here's to the Kiddies!

ITALIAN S.: I'm for them! (*Takes a big bite from his bread.*)

(*Enter a French soldier.*)

FRENCH SOLDIER: Comrades, how did you get here? This was my home.

THREE SOLDIERS: Your home?

FRENCH S.: Here was my beautiful garden, and there was my neat little cottage, and there was the little wicket gate where my wife and two little ones greeted me every evening.

PIERRE: Sister! I hear my papa. I want my papa.

JEANNE: Mother said we must stay.

PIERRE: But I want my papa.

FRENCH S.: What is that?

PIERRE: Papa!

(*French Soldier rushes over to cave.*)

FRENCH S.: My babies! Yes, papa is here. Where is Mama?

JEANNE: She has gone to get brother a drink of water.

ITALIAN S.: Then I did see a woman.

(*Woman enters, rushes to French Soldier.*)

WOMAN: Pierre!

MAN: Marie!

PIERRE: Daddy, I'm hungry.

AMERICAN S.: Bless me. You shall have something to eat. You shall have a Thanksgiving dinner. Come little family, we shall wait on you. Eat, Jeanne! Eat, Pierre!

FOOD CONSERVATION AND PLAY CONTEST

Teachers have a chance to write a one-act play on Food Conservation to use not only in their schools but to submit to the Drama League with the possibility of receiving a $100 or a $50 prize. The contest will close December first. Persons interested may obtain a copy of the rules governing the contest and a brief outline of the principles of food conservation by writing to the Food Conservation Play Committee, Drama League of America, Washington, D.C.

THANKS-LIVING

Thanks-*giving* is thanks-*living*,
The message calls today.
We thank for all the work we do,
And all we give away.

Thanks-*giving* is thanks-*living*,
In camps and on the ships.
The boys who wear our sweaters there
We thank with grateful lips.

Thanks-*giving* is thanks-*living*.
Our empty sugar bowl
Shall be a lasting monument
To every fighting soul.

Thanks-*giving* is thanks-*living*.
Mathilde, our refugee,
The stitches in your tiny dress
Are loving thanks to thee.

Thanks-*giving* is thanks-*living*,
The message calls today.
We thank for all the work we do,
And all we give away.

WALK A BLOCK AND SAVE COAL

"Please, Mr. Conductor, stop at my corner." But Mr. Conductor obeys the skip-stop regulation and Mary and Jimmie have to walk an extra block. I wonder whether they know it means saving coal or its power equivalent? In twenty-four states 687,122 tons of coal have been saved, according to the latest figures announced by the Fuel Administration and all because the Jimmies and Marys, grown and little, have taken a few hundred extra steps to get home each day. Skip-stop. What an easy way to help King Coal!

SALIENTS OF THE NEW FOOD LINE

Meat and Fat

We must ship 67 per cent more than last year.

Breadstuffs

We must ship 52 per cent more than last year.

Sugar

We must ship 21 per cent more than last year.

Upper Grades and High School

INTERNATIONAL JEALOUSIES AND ALLIANCES

Aim.—To show how the unfulfilled desires of European nations created rivalry and led inevitably to certain alliances.

Lesson I

Preparation.

1. Recall the loss of Alsace-Lorraine by France as a result of her defeat in the Franco-Prussian War.

2. Recall the steps accomplished by 1870 in the unification of Italy.

3. Recall the backing of Turkey by Germany (1912) and of Bulgaria by Germany and Austria (1913). (See NATIONAL SCHOOL SERVICE, October 1, 1918, Page 15.)

Presentation.

1. Racial Aspirations.

a. Recovery of Alsace-Lorraine by France. b. Inclusion in Italy of the Trentino and of the Austrian seacoast-territory inhabited by Italian-speaking people now under Austrian rule.

2. Conflicting Interests in the Balkans.

a. Germany and Austria, (as noted in the preparation), backed the losing side in the Balkan Wars of 1912-1913. Consequent loss of prestige as well as impairment of realization of idea of "Mittel Europa." b. Russian and Serbian power in the Balkans increased. c. Italy allied to royal house of Montenegro—also Italian aspirations to the eastern coast of Adriatic denied Serbia an outlet to the Adriatic.

Conclusion.

Fix the points noted above and make a blackboard outline.

Lesson II

Preparation.

Review from the blackboard the points of the preceding lesson.

Presentation.

I. Geographical reasons.

a. Desire of landlocked nations for "outlets" under control of small nations.

1. Russia desires Constantinople, need of an outlet from the Black Sea to the Mediterranean, the Dardanelles under the control of Turkey.

2. Germany desires Antwerp and Rotterdam, the great commercial cities of the Scheldt and Rhine rivers flowing through Holland.

3. Germany desires the Sound, the exit from the Baltic Sea, controlled by Denmark.

4. Austria-Hungary desires the mouth of the Danube, controlled by Roumania.

5. Austria-Hungary and various Balkan States desire an outlet to the Adriatic and Aegean Seas, Cattaro (controlled by Montenegro), Scutari, Durazzo, Avlona (controlled by Albania), Saloniki (controlled by Greece).

b. Desire of Germany for a colonial empire.

1. By 1870, when the German Empire was formed, most of the desirable portions of the world had been secured as colonies by England, France, and Belgium. Virtual protectorate over America by U. S. (Monroe Doctrine). Only Africa and Asia remained.

2. Partition of Africa, German aspirations for a colonial empire extending from east to west across Africa blocked by English wedge.

3. Quarrel with France over Morocco.

4. Quarrel with the United States over Philippines and Venezuela. United States becomes a world power after the Spanish-American War and the acquisition of the Philippines.

Conclusion.

From the outline on the board try to secure an answer to the following question:

"After studying these desires of the countries of Europe, what nations would you expect to find in alliance with Germany? What nations would likely be allied against her?"

Lesson III

Preparation.—Place upon the board the alliances as suggested by the pupils at the close of the preceding lesson.

Before studying these alliances learn about a plan that statesmen in Europe thought out about the middle of the 17th century. This plan, called the "Balance of Power," was intended to keep any one country from becoming too strong for the safety of its neighbors. Now we will construct our balance in the Europe of the last quarter of the 19th century.

Presentation.—Pupils will be able to name the strongest nation in Continental Europe in 1871. As France began to grow stronger the desire to protect herself from a second attack by Germany led her to cultivate friendship with Russia. Bismarck in the meantime had offended Russia by supporting Austria's claims in the Balkans. Then France angered Italy by seizing Tunis. Thus we have formed the Triple Alliance (1882)—Germany, Austria, Italy; Dual Alliance (1891)—France, Russia.

This still leaves a great European nation out of any alliance. Can you name it? Alarmed at the great increase in Germany's navy and afraid of being isolated, Great Britain sought to enter one of these leagues. Which one? Before a good understanding could be established between Great Britain and France some quarrels over parts of Africa had to be settled. This was done in 1904. Soon after, in 1907, Great Britain settled some disputes with Russia over parts of Asia. So a good understanding was established by Great Britain with France and Russia. The statesmen call it the establishment of the "Entente Cordiale" or "good understanding" and the league is known as the "Triple Entente."

Conclusion.—Compare the alliances with the grouping made by the pupils at the beginning of the lesson. Emphasize the nations included in each alliance. Which nation has dropped out of the Triple Alliance? If you think about the jealousies perhaps you can tell why. Which one has withdrawn from the Triple Entente?

HOW TO ORGANIZE A LARGE RED CROSS BAZAAR

There must be central management of a large bazaar in which many schools participate. The superintendent of schools or a representative appointed by him is the logical head of such an enterprise. The management of necessary activities is intrusted to committees of teachers with pupil assistants. Principals are chosen as chairmen of these committees, since they can leave their buildings during school hours.

The committees appointed should be as follows: Publicity, equipment, decoration, reception of goods, pricing of goods, care of stock, salesmanship, floor management, finances.

Publicity. Advance advertising is most important to the success of a large bazaar. Posters are displayed for at least two weeks before the event. One special kind of advertising is assigned to each member of the publicity committee, such as that on bill boards, street car cards, lantern-slides, window cards, and equipment.

Decoration. This committee takes charge of the decoration of the show rooms. Decoration should be simple and durable. Flags are effective and easily handled. They can be borrowed for the occasion.

Reception of Goods. All articles are sent to the receiving room for several days before the sale. Members of the receiving committee are on hand to open all packages, take charge of due bills and inventories, and separate articles belonging to different departments such as cooking, sewing, and manual training. The separated articles are placed on tables in the salesroom, ready for the pricing committee.

Pricing of Goods. The pricing committee includes authorities on the work of all the departments contributing articles to the bazaar. Small tags for marking the stock are secured as a donation from a printing and stationery company. Cost of materials, tentative prices put on articles by their makers, price of like articles in downtown stores are taken into consideration in pricing stock. All articles are priced before the bazaar opens.

Care of Stock. The stock committee takes charge of the duplicate articles sent to the stockroom by the receiving committee. All these articles are classified and priced to agree with the arrangement in the salesroom, before the bazaar opens. In this way orders from the salesroom for more stock are filled quickly. After the sale opens some members of this committee are on duty in the salesroom to see that tables are kept filled with fresh stock, and other members of the committee are in the stockroom to fill orders for fresh supplies.

Salesmanship. After they have been priced, separated according to class of articles or price, and assembled on different tables, the articles are turned over to the salesmanship committee. The chairman acts as floor walker to oversee, assist in difficulties, and manipulate his force of clerks to the best advantage. Each table is put in charge of one committee member, whose business it is to inventory stock, arrange articles attractively and secure salesmen.

Floor Managers. Floor managers secure boy scouts in uniform to act as messenger boys and pages, and are ready to help in all emergencies.

Finances. A committee on finances takes charge of the receipts from the bazaar and meets all expenses. Pencils, sales slips, rubber stamps, and the use of a sufficient number of cash registers and adding machines are necessary.

STUDYING THE ARMISTICE TERMS

At the time of writing this article armistice terms had been granted to Turkey and Austria and submitted to Germany. These it should be remembered are not peace terms. Technically, they provide only for a cessation of hostilities, but practically they have been so framed that the Central powers will be unable to reënter the war. Meantime treaties of peace will be considered by the several countries involved. As official statements appear from time to time regarding the terms of peace they should be studied carefully by all pupils.

It may be interesting to note that the United States did not declare war on either Turkey or Bulgaria, and did not even break off diplomatic relations with Bulgaria. The status of the Bulgarian minister at Washington since April, 1917, would form an interesting subject for discussion in a high school class in European history.

Teachers should also note that the United States is not allied with any nation that participated in the war. We can speak of *the* Allies, but not of *our* Allies. The Allies are Great Britain, France, Italy, and, formerly, Russia. Officially, these and other countries fighting the Central Powers are our "associates in the war."

The Turkish Armistice

What will be the effect of giving the Allies control of the Black Sea and of the straits leading from the Black Sea to the Aegean? Tell what you know of the efforts of the Allies during the early part of the war to get control of the passage.

What is meant by demobilization of the Turkish army? What will the soldiers so demobilized be expected to do?

Why do the Allies insist on the surrender of all Turkish war vessels and the control of all Turkish ports, as well as the control of wireless and other telegraphic stations and lines?

What is meant by "occupy any strategic points"?

Why should the Turkish troops be withdrawn from Persia?

What important industry is in Trans-Caucasia, leading the Allies to insist on its evacuation by the Turks?

Why is the destruction of military, naval, or commercial material prohibited?

Where are Tripolitania and Cyrenaica?

Why should the Turkish officers in these places surrender to the Italians?

The Allies insist that all Germans and Austrian be evacuated from Turkish dominions within one month. Why?

What allied control is to be exercised over the Turkish internal administration?

What is to be done with Turkish prisoners in the hands of the Allies?

When did hostilities officially cease?

The Austrian and German Armistices

In what important ways do these differ from the Turkish armistice? Give reasons for these differences.

HOW TO SAVE GAS

Don't burn lamps in day time.

Don't keep the hot water tank flame higher than necessary.

Turn the gas on for cooking when the vessel is ready, and turn it off when the cooking is completed.

Short flames, if properly directed, consume less gas for the same cooking operations.

Turn the gas low after the kettle boils.

Keep the temperature of living rooms at about 68 degrees; lower the temperature by turning down the gas, rather than by opening the doors and windows.

Burn gas in a furnace with an automatic thermostat control. Such an automatic device prevents overheating and waste of gas.

Burn gas in a specially built gas furnace.—*United States Fuel Administration.*

THE FRENCH CLASS AND THE WAR

Today all eyes are turned to France and all are interested in things French; and the great problem which confronts us is how to use that interest in the classroom.

Many of the little books distributed among our soldiers which contain the simplest and most necessary words and phrases of the French language are in the hands of their younger brothers and sisters, our pupils. If we ask them to look up words relating to the war such as trench, bullet, wounded, hospital, nurse, we find that they are not satisfied with these alone, but add many others to their vocabularies. They will also search diligently in magazines and newspapers for French words to bring to the classroom.

Reading French Newspapers

French newspapers containing articles on the war are sure to arouse even the most stupid and indifferent pupils. After lending two or three French newspapers to my classes and telling them where they could be purchased, I found that many pupils bought papers and read with great interest almost every article in them.

They are always anxious to learn the "Marseillaise" in French, and sing it with great enthusiasm. Letters containing French phrases from brothers and friends in France evoke the liveliest interest and the desire to write something in French.

French signs and posters relating to French loans and other war activities of our sister republic may be displayed in the corridors and are read eagerly by the French students.

Let us not neglect, therefore, the many ways possible at this time of bringing into the classroom the real life of the world to stimulate our teaching of French and make it practical.—*Jessie V. Morton.*

WAR QUESTIONS AND ANSWERS

Readers of NATIONAL SCHOOL SERVICE who ask for information on the war are requested to make their questions definite and concise. Naturally the queries of most general interest will receive first consideration.

QUESTION.—Please name the nations constituting the Entente Allies and the most important men in each of these.

France, Russia, and Great Britain constituted the Triple Entente or understanding, which was completed in 1907 to oppose the designs of the Triple Alliance, consisting of Germany, Austria, and Italy. In the present war the term Entente Allies is often applied to all the powers which are combating Germany and her allies. It would thus include France, Great Britain, Belgium, Serbia, Italy (since May 23, 1915), Russia (until March 3, 1918), Roumania (August 27, 1916, to March 6, 1918), and a great number of other states which have declared war on Germany. For a full list of the states which have declared war upon or severed relations with the Central Powers, see the *War Cyclopedia* published by the Committee on Public Information. Properly speaking the United States is not one of the Entente Allies; the correct usage is to speak of the United States "and the governments with which we are associated in the war."

The following leaders are among the most important: In Great Britain the Prime Minister Lloyd George and the Secretary of Foreign Affairs, Balfour; in France, President Poincaré and Prime Minister Clemenceau; in Italy, Prime Minister Signor Orlando. In Belgium the most heroic and commanding figure is that of King Albert; in Serbia, the venerable Prime Minister Pasitch is the most important character.

QUESTION.—What things are conspicuous in the conduct of France in the war?

No people has borne itself with more steadfast heroism or played its part with greater efficiency in the war than the people of France. In an address on February 6, 1918, M. Tardieu, the French High Commissioner in the United States, said: "What we have suffered you well know. Nearly nine thousand square miles of our country, the richest and the most productive, are in the hands of the enemy. Our population, diminished by the invasion of our northern territory, amounts today to only 35,000,000 inhabitants. A little over one million have been killed in battle. Nearly one million have been maimed and definitely invalided out of the war." To the atrocities committed by the Germans during their advance to and their retreat from the Marne in 1914, and the willful wrecking by bombardment of such historic works of art as the Rheims cathedral, was added the more systematic destruction wrought when they fell back in 1918.

What France has done in the war, on the other hand, is indicated by the following figures: On January 1, 1918, she had 4,725,000 officers and soldiers under arms, of whom 3,000,000 were in the war zone. In addition there were hundreds of thousands of native troops from the French colonies, and millions of French men and women in the factories. At that date the French army held 350 miles out of the 470 miles of the western front. At the same time she had 1500 guns in the line, for which she was producing 300,000 shells daily. Guns, munitions, and airplanes have been furnished by France to the Allies in considerable quantities. France has also had a chief part in the operations in the Balkan peninsula. The French navy, of which little is heard in this country, has performed valuable service, particularly in the Mediterranean. Most important of all, in the months last past, has been the contribution which France has made in the genius of Marshal Foch, the Supreme Commander on the western front. France's part in the conflict has therefore been one of which any nation may well be proud.

A RED CROSS CHRISTMAS TO THOSE WHO FEEL POOR

I write as a brother.

We are a large family.

This world war made in Germany against which we are fighting has sent our incomes down and our expenses up.

The pinch hurts, but it is not going to kill us.

We still have enough and something to spare.

Though we feel poor, don't let us feel impoverished by selfish fear.

Let us save in food, in service, in clothes, in luxuries, but not in money.

Let us use that by giving it to save the wounded, the suffering, our friends, our country.

Let us keep Christmas this year by keeping up the Red Cross.

Then it will not be a poor Christmas, but a rich Christmas to our hearts.

—Henry Van Dyke.

THE RATIONING OF SWEETS IN ENGLAND

According to an order of the British Food Controller, effective November 4, syrup, molasses, honey, jam, and marmalade are to be rationed in Great Britain, the same as sugar. While the British people have been on an allowance of two pounds of sugar a month, the new regulation will make it impossible to use in addition an unlimited supply of other sweeteners as we do in the United States. The new rations will not exceed four ounces per week. As long as supplies permit, however, a supplementary ration of two ounces will be given to children between the ages of six and eighteen.

The rationing of jam in England will be equally as discomforting as the sugar limitation, as jam has been used more than formerly to help out in the small butter ration of five ounces per week. The fruit crops of England were very poor this year, practically all the fruit produced being bought by the army and the navy for jam-making purposes.

FLOATING HOSPITALS FOR WOUNDED SOLDIERS

The *Mercy* and the *Comfort*, two of the largest of United States hospital ships, which were once ocean liners, are true floating hospitals with a perfection of equipment equalled by few land institutions. Each has facilities for accommodating 300 bed patients and each carries six months' supplies for patients, staff, and crew. In each ship are operating rooms, wards, dental rooms, chemical laboratories, sun parlors, administrative offices, large culinary departments equipped to feed 600 people, libraries, recreation rooms, X-ray rooms. The culinary department of each ship has refrigerating machines capable of producing a ton of ice a day. The ships have every mechanical contrivance calculated to make easier the lot of wounded men. The Government realizes that nothing is too good for the fighting men who have suffered from wounds or illness. Hence the hospital ships, like the hospitals, are models of cleanliness, convenience, and comfort.

FACING THE FACTS

At present there are two big facts which America must face, according to Frank A. Vanderlip, who organized the National War Savings Campaign. In his own words these facts are: "It is service and things that the Government wants," and "The people themselves through their purchases are the great employers of labor, and all classes must coöperate in saving labor and diverting it to war work."

The country can supply at the utmost only a limited number of days' work, and everyone used for an unnecessary purpose is withheld from the common cause.

These facts are fully explained in a pamphlet entitled "Facing the Facts," to which the schools of America are asked to give special attention during the month of November. This pamphlet comprises a brief elementary treatment of the economic principle of materials and labor, and it is recommended for use in the advanced elementary grades and high schools.

Copies of the pamphlet may be had free from the Division of Education, War Savings Section, Treasury Department, Washington, D.C.

WAR SAVINGS SOCIETY PROGRAM

Song—"Over There".....*The Society*
The American Creed.....*The Society*
Recitation—The Newsboy's Sacrifice
A Member
Poster Display—A Patriotic novelty
A few Members
Song—"It's a Long Way to Berlin, but We'll Get There".....*The Society*
Selection of Savings Champion Buying of Stamps.....*The Society*
Business Meeting.....*Led by President*
Song—"There's a Long, Long, Trail"
The Society

A carefully prepared explanation of this program with text of songs, recitations, creed, and complete instructions for carrying out each separate part of the program, will be sent free by the Section on War Savings Societies, War Loan Organization, Treasury Department, Washington, D.C. Write for Patriotic Program, No. 11-17.

U.S. Bureau of education, Division of educational extension.

SPECIAL FOOD CONSERVATION NUMBER

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A PEACE WITH HONOR

The Complete Downfall of German Imperialism Precedes a New Day for the Nations of the World

"Complete victory has brought us not peace alone, but the confident promise of a new day as well, in which justice shall replace force and jealous intrigue among the nations," declared President Wilson in his annual Thanksgiving proclamation, in recognition of the fact that battle and blood, tears and sacrifice have at last overthrown autocracy, the arch-enemy of humanity.

When the armistice with Germany became effective at 11 A. M., Monday, November 11, the French were in Sedan, the scene of their disaster in 1870, and the British were in Mons, where the little English army of "contemptibles" first met the German flood in August, 1914.

Fitting Climax

It was fitting that the armies of the two countries which have borne the brunt of the fighting against Germany for more than four years should occupy these scenes of former defeat when hostilities ceased. It was indeed a great climax to the offensive begun by Marshal Foch on July 18, which never relaxed for a single day until in less than four months it had brought the once proud German army to complete defeat. According to the terms of the armistice, the Germans at once began to withdraw their army across the Rhine, thus bringing to an inglorious end Emperor William's dream of world dominion.

The Kaiser Flees to Holland

As history has proved upon more than one occasion, autocracy cannot survive defeat. In the hour of distress the German people finally realized that the Kaiser and the Junkers were responsible for these terrible four years of bloodshed, and a movement toward revolution was initiated. The disorder in the German fleet which began at Kiel, on November 3, spread rapidly to the cities of Hamburg and Bremen, which very soon went over to the revolution. A few days later the kings of the two important south German states of Bavaria and Würtemberg abdicated. In Berlin, the Socialists decided to refuse further coöperation with the government and called a general strike. After hearing the news of these events, Emperor William and the Crown Prince abdicated at the headquarters of the German High Command at Spa on November 9, and shortly thereafter the former Kaiser sought refuge in Holland. The news of the Emperor's abdication was immediately proclaimed from the steps of the Reichstag in Berlin by Philipp Scheidemann, leader of the majority Socialist party.

German Imperialism's Downfall

At the same time it was announced that Friederich Ebert, another prominent socialist, had replaced Prince Maximilian as chancellor and that measures would soon be taken for the promulgation of direct universal suffrage and for a constitutional assembly which would determine the future form of government of the German nation. The new chancellor

(Continued on page 2)

COMPLETE VICTORY MEANS CONQUEST OF FAMINE

The humane temper and intention of the victorious governments have already been manifested in a very practical way. Their representatives in the supreme war council at Versailles have by unanimous resolution assured the peoples of the Central Empires that everything that is possible in the circumstances will be done to supply them with food and relieve the distressing want that is in so many places threatening their very lives; and steps are to be taken immediately to organize these efforts at relief in the same systematic manner that they were organized in the case of Belgium. By the use of the idle tonnage of the Central Empires it ought presently to be possible to lift the fear of utter misery from their oppressed populations and set their minds and energies free for the great and hazardous tasks of political reconstruction which now face them on every hand. Hunger does not breed reform; it breeds madness and all the ugly distempers that make an ordered life impossible.
—WOODROW WILSON, *in an address laying the Terms of the Armistice before Congress, November 11, 1918.*

HOOVER OUTLINES WORLD FOOD POLICY

America's Opportunity and Duty in Facing the New World Situation in Food Clearly Shown

The day following the signing of the armistice that ended the world's war and before Mr. Hoover left for Europe to confer on the world's food, he outlined the world food policy in an address before the Federal Food Administration at the National Capital. The fundamental facts and conclusions of the address are given in the following enlightening extracts:

We have now to consider a new world situation in food. We have frankly to survey Europe: a Europe of which a large part is either in ruins or in social conflagration; a Europe with degenerated soils and depleted herds; a Europe with the whole of its population on rations of varying degrees of privation with large numbers who have been under the German heel actually starving. The group of gamblers in human life who have done this thing are now in cowardly flight, leaving anarchy and famine to millions of helpless people. We have also to survey the situation in the exporting nations of the world to see what can be done to redeem this mass of humanity back to health and to social order. Up to the collapse of the Germans, the world that is allied against Germany has depended upon the North American continent for the margins of food that maintain their strength against the common enemy.

Isolated Stores Released

The loss of shipping and the increased demand for transportation of our ever growing army had isolated the stores of food in the Southern Hemisphere and in the Far East. Within thirty or sixty days the world should begin to release cargo ships

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A PEACE WITH HONOR

(Continued from page 1)

predicts that this form of government will be a republic. At any rate he declares that "monarchism and imperialism are finished forever in Germany."

All We Fought For is Won

Subsequent events in Germany have increased the thoroughness of the downfall of the old regime. The heads of practically all of the reigning houses in the various German states have abdicated, and in many of them republics have been proclaimed. Chancellor Ebert has formed a cabinet representing both wings of the socialist party in Germany. At the same time prominent officials of the former regime, notably Field Marshal von Hindenburg, have placed themselves at the disposal of the provisional government in order to prevent the spread of disorder and to assist in provisioning the German nation.

Thus with the downfall of autocracy in Germany and Austria-Hungary, Emperor Charles having abdicated on November 11, everything for which we have fought in the war, as President Wilson stated at the conclusion of his address to Congress on November 11, has been attained with sweeping completeness. At that time the President also declared that a mere conquest by arms was temporary, but "to conquer the world by earning its esteem is to make a permanent conquest"; therefore the United States and the nations with which it is associated are a unit in their determination to set up a peace of disinterested justice which will satisfy the whole world. As evidence of this spirit, he announced that the representatives from the various nations at the Supreme War Council in Versailles had already agreed to assure the peoples of the Central Empires that everything possible would be done to relieve their distress by supplying them with food and other necessities.

Lloyd George Indorses League of Nations

As if to confirm the President's statement, Premier Lloyd George announced to the world on the following day, "We must not allow any sense of revenge, any spirit of greed, any grasping desire to override the fundamental principles of righteousness," because "No settlement that contravenes the principles of eternal justice will be a permanent one." We cannot go back, he declared, to the old national rivalries, animosities, and competitive armaments; therefore one of the chief essentials to such a permanent peace is the League of Nations laid down in President Wilson's conditions of peace which were accepted by Germany as a prerequisite to the armistice. "In my judgment," the Premier concluded, "a league of nations is absolutely essential to permanent peace."

Peace Conference to Meet Soon

In order to facilitate the work of solving the immediate problems caused by the cessation of hostilities, Herbert Hoover, United States Food Administrator, and Edward Hurley, Chairman of the United States Shipping Board, have gone to Europe for conferences with allied officials. On November 15, representatives of the United States and the Allies resumed their sessions at Paris where they are considering the question of the food supply for Germany and Austria and also making arrangements for the peace conference which will formally put an end to the greatest war in history.

The German armistice delegates met Marshal Foch and received the armistice terms from him at Rethonde, near Compiegne. The terms were submitted to the German High Command at Spa, and to the Government at Berlin. Mons, Maubeuge, and Stenay were among the last places taken from the Germans by the Allies

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Evacuated Areas of Germany

The shaded portions of this map show the parts of the German empire evacuated and given up to Allied and American occupation under the terms of the armistice. It does not show the territories of Germany's neighbors—France, Belgium, and Luxemburg—which had been seized by Germany since the war began and which were also surrendered.

SEND BOOKS TO OUR FIGHTERS

Every teacher should read the following appeal by the American Library Association in coöperation with the United States Food Administration and the United States Bureau of Education, then read it to her pupils and post it in her classroom.

Books for Soldiers and Sailors

While our forces are waiting for the final word of peace, they are to be kept busy preparing and learning how better to resume the work of civil life. Great schools to teach our soldiers the art of agriculture, the trades, and handicrafts are being set up in France. For these schools, textbooks are being bought by hundreds of thousands. But millions more of books of every kind—fiction, history, travel, poetry, and general literature—are needed for the libraries of these soldier schools and to help the men occupy their leisure hours.

The Government has placed upon the American Library Association the duty of supplying reading matter for our army and navy. Its Library War Service reaches every man in uniform.

Five Million Needed Now

Five million more books of all kinds are needed at once. There are books in every home that soldiers would like to read. What better Christmas present could you make than a book for a soldier?

The books you like, and that your folks at home like, are books some soldiers would like. Give them the best you have. You can take the books to your nearest public library, or you can bring them to the schoolhouse.

Books brought to the school in response to this appeal should be delivered to the nearest public library. If there is no public library in your vicinity, notify Frank B. Hill, 124 East 28th Street, New York City, and instructions will be sent for shipping the books without cost to you. Please state how many books you have to ship.

Start a book-giving contest with other schools.

DISCUSSING THE PEACE PROGRAM

Whether or not this will be the last war depends largely on the wise decisions of the peace conference, not only with regard to the international problems that have disturbed the peace of Europe in the past, but also with respect to problems that the breaking up of the Central Powers and other nations of Europe may bring forth.

Many new problems connected with racial boundaries and commercial outlets are involved, as well as important questions of international relationships.

Pupils in high schools and in the upper grades of elementary schools have, in many cases, sufficient knowledge to discuss intelligently many of these problems and to suggest one or more possible solutions for each. Comparison should also be made with the points in President Wilson's various peace programs.

The principal object to be gained in these discussions is to encourage pupils to think in international terms, to develop "international-mindedness," so that when the burden of carrying on the affairs of our country falls upon their shoulders, they will understand also the necessity of wisely sharing in the affairs of the whole world.

THE LEAGUE OF NATIONS

They [the conditions of peace] must lead to a settlement which will be fundamentally just. No settlement that contravenes the principles of eternal justice will be a permanent one. The peace of 1871 imposed by Germany on France outraged all the principles of justice and fair play. Let us be warned by that example.

We must not allow any sense of revenge, any spirit of greed, any grasping desire, to override the fundamental principles of righteousness. Vigorous attempts will be made to hector and bully the Government in an endeavor to make it depart from the strict principles of right, and to satisfy some base, sordid, squalid idea of vengeance and of avarice. We must relentlessly set our faces against that.

A large number of small nations have been reborn in Europe, and these will require a League of Nations to protect them against the covetousness of ambitious and grasping neighbors. In my judgment a League of Nations is absolutely essential to permanent peace. We shall go to the peace conference to guarantee that a League of Nations is a reality.—*From an address by Lloyd George, Nov. 11, 1918.*

ARMISTICE TERMS TO GERMANY

The terms of the armistice signed by Germany, November 11, are chiefly concerned with provisions which give to the Allied Governments such a military ascendancy as would make a renewal of hostilities by Germany impossible. They include:

1. **Immediate cessation of hostilities on land and sea and in the air.**
2. **The retirement of the German army to a line 10 kilometers (about six miles) east of the Rhine River.**
3. **The occupation by the Allies of the German territories on the left bank of the Rhine, together with Mainz, Coblenz, and Cologne, and "bridgeheads" 30 kilometers (18 miles) in radius therefrom, the upkeep of the troops of occupation to be charged to the German Government.**
4. **The surrender of great quantities of military supplies, arms (5000 cannon, 25,000 machine guns, etc.), motor trucks (5000), railroad equipment (5000 locomotives, 150,000 cars), all submarines, and the disarmament of the fleet.**
5. **Immediate and unconditional repatriation, without reciprocity, of all Allied and United States prisoners of war.**
6. **Existing blockade conditions of the Allied and associated powers to remain unchanged and all German merchant ships found at sea to be liable to capture.**

Certain points in the armistice have an obvious bearing upon the final peace terms; of these the most important are:

1. **The evacuation of all territory that was not German on August 1, 1914.**
2. **The evacuation and implied restoration to France of Alsace-Lorraine.**
3. **The renunciation of the treaties of Bucharest and of Brest-Litovsk, together with the agreements supplementary to those treaties.**
4. **Transfer to the Allies, to be held in trust for Russia and Roumania, of the gold received by Germany in accordance with these treaties.**
5. **Restitution of the cash deposit in the national bank of Belgium, and of all "documents, specie, stocks, shares, paper money, touching public or private interests in the invaded countries."**
6. **Repatriation without reciprocity of all deported or interned civilians, including hostages and persons under trial or convicted, belonging to the Allied or associated powers.**
7. **Reparation for damages done.**

HOOVER OUTLINES WORLD FOOD POLICY

(Continued from page 1)

from military duty and to send them further afield for food, and before the next harvest arrives the entire world's food supply should be accessible. On the other hand, the cessation of hostilities will create an enormously increased demand for food, and we must be deeply concerned that the starving millions who have been liberated from the German yoke shall have such supplies as will enable them to return to health and prosperity. The war has been brought to an end in no small measure by starvation itself, and it cannot be our business to maintain starvation after peace has been reëstablished in European countries.

Change Domestic Food Policies

All these considerations must change our domestic food policies, and open to us as a nation an obligation and an opportunity for service.

We have computed the export countries' supplies on the basis of the avoidance of waste, and we have assumed for the importing countries stringent war consumptions with additions such as we consider will preserve health and order. In these circumstances we make the world's balance sheet in the different great groups of commodities approximately as follows until the next harvest:

Wheat and rye: sufficient supplies with economy in consumption.

High protein feeds for dairy animals: a shortage of about 3,000,000 tons.

Other feeds: sufficient supplies with economy in consumption.

Beans, peas, and rice: sufficient supplies with economy in consumption.

Pork products, dairy products, vegetable oils: a shortage of about three billion pounds.

Beef: sufficient supplies to load all refrigerating ships to capacity.

Sugar: sufficient supplies for our normal consumption if other nations retain their present short ration; a shortage if they increase their rations.

Coffee: a surplus.

Of all these foods, except possible protein feeds, we have a sufficiency for our own people and of many of them large surpluses. Of the world's total to produce these results, we are estimating that North America will furnish rather more than sixty per cent and that the United States, including the West Indies, will be in position to furnish a total of about 20,000,000 tons of food of all kinds for export as against our pre-European war exports of about 6,000,000 tons.

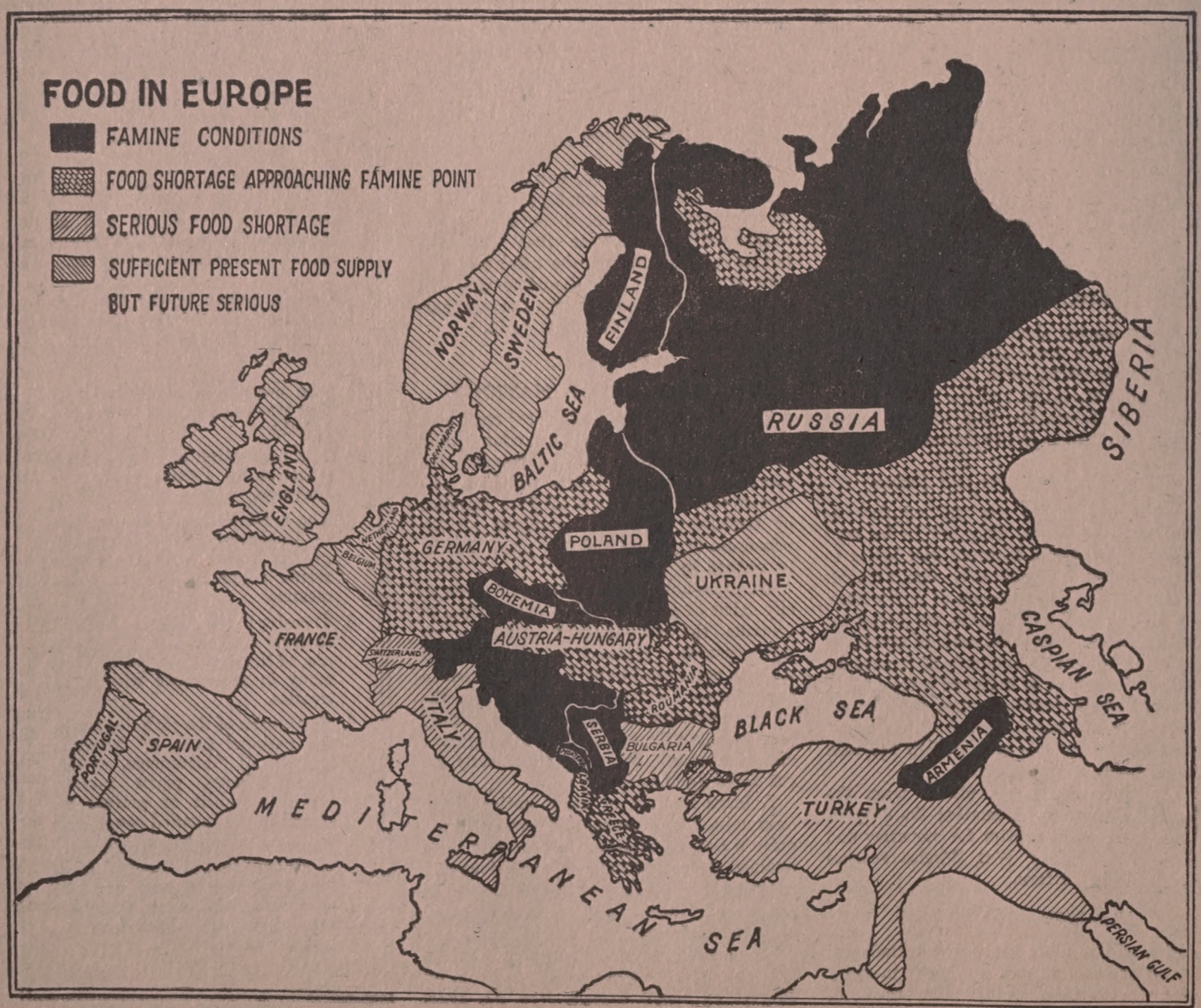
Abandon Substitutes in Wheat Loaf

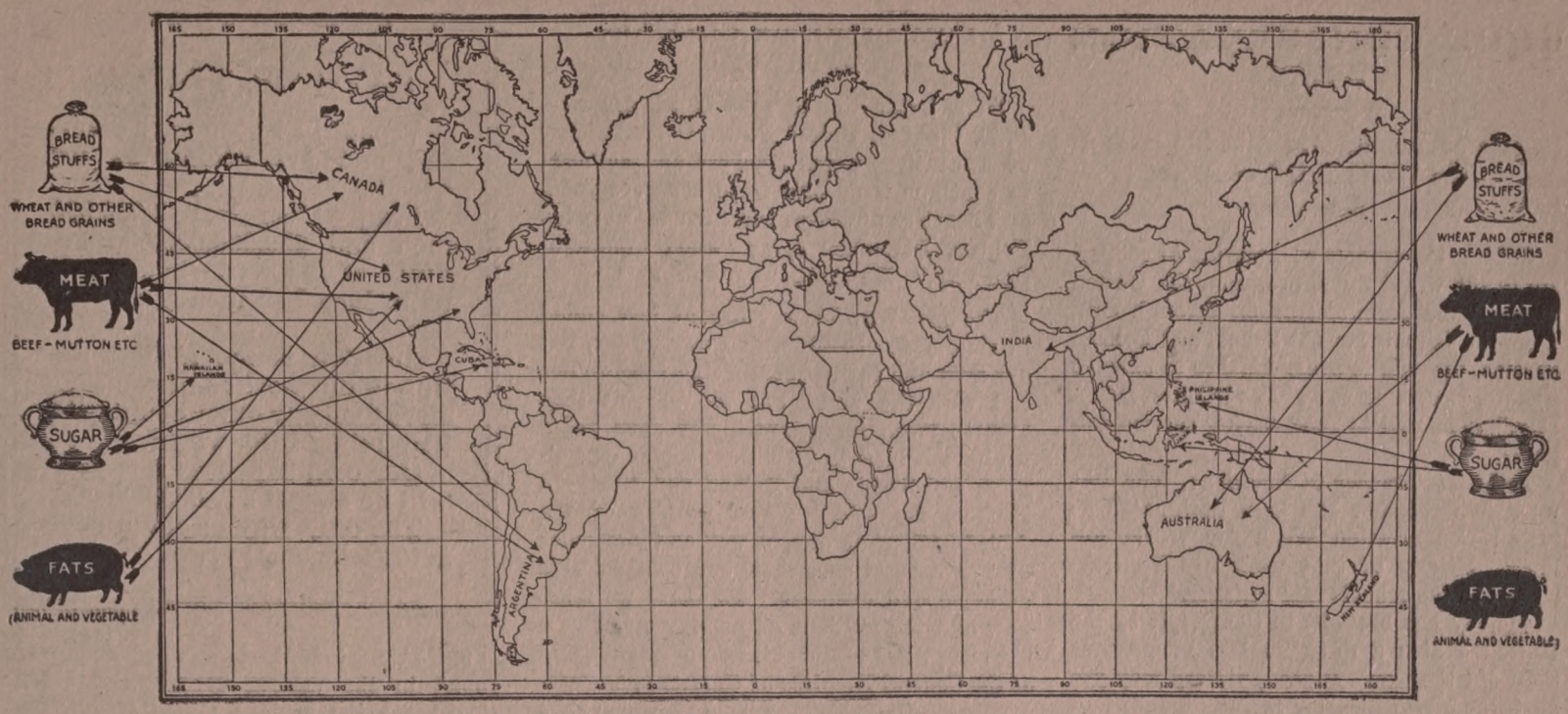
In the matter of wheat and rye, the large supplies that have accumulated in the Argentine, Australia, and other inaccessible markets appear to us to supplement the stores of clear wheat bread for the world. Here directly arises a change in our policies, for we are able from now on to abandon the use of substitutes in our wheat loaf. The large harvest that we have here this year is to a large degree the result of the guaranteed price, and we may rightly be proud that our production and conservation policies have provided the necessary margins of the world's daily bread.

We can export, with other surplus countries, an apparent sufficiency of the coarse grains for feeding purposes; that is, of oats, barley, and corn. On the other hand, there is a world shortage of high protein feeds; that is, the wheat feeds, the seed and bean meals, upon which the dairy production of the world, and particularly of Europe, so considerably depend.

World Shortage of Fats

The shortage in protein feeds directly contributes to the world's shortage in the supply of fats. This world fat shortage is





Map Prepared by The United States Food Administration Showing Where Europe Must Get Food

due primarily to the fact that Europe has been steadily under-feeding its dairy herd, has made steady inroads into its herd of hogs during the war, and to the fact that there has been a great degeneration in the production of vegetable oils in certain regions, owing to the inability to secure shipping.

Of our export possibilities in fats, the largest item is pork products. Here again we have a right to congratulate ourselves as to the policies pursued in the administration of food supplies in the United States by the Department of Agriculture and the Food Administration. While we cannot supply the world's full deficiency we have ameliorated it enormously.

As you will recollect, eighteen months ago, when we had to define our food policies, we stated that the only hope of a sufficient production of fats and meat for the world, either in peace or in war, lay in the stimulation of the production of the American hog. In that direction we could obtain results in twelve months, whereas, in any other direction, years would be required for the expansion of fat production.

Yet, with all our supplies, the world will be far deficient in its normal supply of fats for two or three years at least. Our internal policy with regard to this group of commodities must therefore be one of intensest economy in consumption, if we are to carry out our high purpose of furnishing food to a famine stricken world.

Dairy Products Conserve Child Life

On the other hand, the shortage in our supply of dairy products is today so acute that we are compelled now to limit the export of this product. Dairy products are so vital to the protection of child life throughout the world that we should immediately reduce our unnecessarily large consumption of butter and condensed milk.

In the matter of beef, the world's supplies are limited to the capacity of the available refrigerating ships. The supplies of beef in Australia, the Argentine, and the United States are sufficient to load these ships. There will be a shortage in the importing countries, but we cannot hope to expand exports materially for the next months, in view of the bottle neck in transportation.

Little Restraint in Sugar Consumption

It is very difficult to forecast with any degree of accuracy the position in sugar. At the present moment all Europe and North America are living on much restricted allowances. Our assured per capita supplies under the purchases we have made are the largest in the world.

The Food Administration has protected the fundamental supply to the American people by purchasing, in conjunction with the Allies, the next Cuban sugar crop. We have made such arrangements with the various refiners and producers in the United States as will assure a price of nine cents a pound wholesale for sugar during the next twelve months. This price compares with from twelve to twenty cents a pound in the other sugar importing countries.

As the result of these arrangements and the fact that eastern sugars will be available, we will need little or perhaps no restraint on consumption after the new Cuban crop is available unless, as I have said, the other governments of the world decide considerably to increase their present rations.

Changes in Our Food Policies

This being the new world situation in food, created by the collapse of the war, the prime changes in our policies on today's outlook can be summarized: (1) That we may now advantageously abandon the use of substitutes in our wheat bread; (2) that we will still require economy and elimination of waste in its consumption; (3) that for the present we need conservation in butter and condensed milk; (4) that ultimately we must extend this to all the fats. (5) We can contemplate, at the most, maintaining fully three pounds a month of household sugar for each person on the present outlook, and we can by the availability of Java sugars to Europe begin at once to relax more restraints on sugar pending some change in European policies.

Necessity for Simple Living Unchanged

These are special features of changes in policy, but the shifting of conservation from one commodity to another is not the whole policy. *There is one policy which cannot change, and that is the vital necessity for simple living, for economy in all consumption, since commodities more or less substitute for each other.* We must realize that the spectre of famine abroad now haunts the abundance of our table at home.

Famine the Mother of Anarchy

At this moment Germany has not alone sucked the food and animals from all those masses of people she has dominated and left them starving, but she has left behind her a total wreckage of social institutions; and this mass of people is now confronted with engulfment in absolute anarchy. If we value our own safety and the social organization of the world, if we value the preservation of civilization itself, we cannot sit idly by and see the growth of this cancer in the world's vitals. Famine is the mother of anarchy. From the inability of governments to secure food for their people grows revolution and chaos. From an ability to supply their people grows stability of government and the defeat of anarchy. Did we put it on no higher plane than our interests in the protection of our institutions, we must bestir ourselves in the solution of this problem.

Help Liberated Peoples

There are millions of people now liberated from the German yoke for whose interests we have fought and bled for the last eighteen months. It is not up to us to neglect any measure which enables them to return to health, to self-support, and to their national life. This is the broad outlook of some kind of food administration during the next twelve months. As to what the detailed structure of our organization may be to effect these ends, or even its actual name, can be developed from time to time to suit necessity. It will be months before formal peace; in the meantime the organization must remain intact if we are to serve the high purposes that I have outlined. And after that we can decide our courses upon the basis of our national duty.

Saving food will help save the world.

FOOD CONSERVATION WEEK

Schools of America Are Asked to Help in the World Relief of Food Shortage

Calling the schools of America to coöperate in the world relief program, the United States Food Administration, through Olin Templin, Director of the School and College Section, appeals to every teacher to observe Friday, December 6, as "Food Conservation Day." The call to food saving service follows:

To Every Teacher in America: The first week in December has been designated as "Food Conservation Week for World Relief." Friday of that week has been assigned to the schools and colleges.

Victory has brought to the people of the United States a duty no less momentous than did the war. Indeed, victory may yet be turned into disaster if intelligence and good will do not intervene. Complete success now requires that every one know what should be done and why, with a cordial willingness to help without hesitation.

Our young people in the schools and colleges have a deeper interest in this crisis than their parents can have, for the world is soon to be theirs. Youth is most willing to join great enterprise, and brings clear vision and contagious enthusiasm.

A solemn duty is laid upon every teacher to see that no young person goes without a complete understanding of the impending issue. For this reason this plan for special exercises on a special day, the Nation over, has been adopted.

Teachers and school authorities are urged to embrace this opportunity of enlightening and enlisting the young people who are under their charge. They are asked to observe the day by appropriate ceremonies. From the words of President Wilson and Mr. Hoover, the suggested program, and the other material provided, a program can readily be arranged for any school.

This occasion brings a privilege as well as a duty to the teacher. Let us recognize the right of youth to be admitted to intelligent fellowship in this epoch-making undertaking for universal human welfare.

FOOD WILL WIN THE WORLD

America seeks the goodwill of all nations, as Germany aimed to be feared of all.

The foundations of the new world to be built after the war will be laid in goodwill among men.

The state makes treaties; goodwill gives them validity.

Just and lasting peace will be secured in the friendship of all who sit at the common table.

The shortest, surest way to goodwill is through sharing food with those whose need is greater than ours.

COMMISSIONER CLAXTON APPROVES

In a letter to the schools of America, P. P. Claxton, United States Commissioner of Education, urges teachers and children to continue their efforts to conserve food, and heartily approves the plan to set aside Friday, December 6, as "Food Conservation Day." He writes as follows:

The great world war has at last ended in victory for freedom and democracy, but our duty and task of conserving food do not end with the war. For the present they become more important. For four years we have helped to feed the peoples of Belgium and Serbia and Poland and Northern France, the soldiers and peoples of the Allied nations at war, as well as the peoples of neutral nations, then our own soldiers at home and overseas. To these we must now add the millions of hungry and starving men, women, and children of Russia, and of the Central Empires of Germany, Austria-Hungary, Bulgaria, and Turkey, which have been our enemies. Their lives depend on our industry, thrift, and generosity.

Through all these years the children and teachers in the schools of America have done their full part in a way of which they may well feel proud. I feel sure that they will continue their efforts with hearty good will until our soldiers and the soldiers of our Allies are home again and until the people of the war stricken countries of Europe are able again to help themselves.

I approve most heartily the plans of the Food Administration to make the 6th day of December Food Conservation Day in the schools and I sincerely hope that all the schools of the country will assist heartily in these plans.

A PROGRAM FOR FOOD DAY IN THE SCHOOLS OF AMERICA FRIDAY, DECEMBER 6, 1918

A patriotic program. Every pupil now in school should share his country's desire to establish and to maintain Liberty and Peace throughout the world. To accomplish this end we must fight famine in the countries released from German oppression. We have promised to help the famished peoples of Europe. We must still save food and share food.

1. Arrange a bright, snappy program, lasting at least an hour.

2. Let pupils invite friends, especially members of the family.

3. Sing patriotic songs. *Singing* together promises well for *working* together.

4. Salute the flag. We love it! We are proud of it! Today it is dearer than ever.

5. Have slogans or pithy sentences repeated.

6. Have war verses recited.

7. Read or recite together the "Home Message," page 7.

8. Have upon the blackboard the "Hunger Map of Europe" and the "Food Map of the World." Let different pupils ask and answer questions like the following: What countries have been invaded by Germany? How have they been fed? Have they *abundant* food supplies? *Any* food supplies? How can food reach them? Who will bring it to them? Take each country in turn. Discuss the situation in each.

SAVE OR STARVE

People in Europe are starving and are asking us for bread.

France has lost 2,500,000 men and $30,000,000,000 because of the war. She wants us to loan her money and labor.

America is the richest nation in the world and can save more than any other country to help rebuild the world.

Our own expenses this year will be almost $20,000,000,000.

The only way to pay a debt is to make and to save.

9. Let a student show what foods are found in the various countries and how they reach the various countries now suffering from hunger.

10. Trace the routes of food ships. Tell something of our shipbuilding program.

11. Tell how the railroads help. Follow the lines of the great railroads. Show how many miles food must travel to reach the countries in the grasp of hunger.

12. Let every pupil bring some food which is provided in the community. Read a list of foods produced at home.

13. Make a list of foods in local stores or shops which are brought from a distance. Show on the map how far these foods are brought. Show that we help Uncle Sam when we choose and use foods which do not need to be brought from a distance.

14. Let every class contribute according to its knowledge. The home economics class may present food facts and provide menus. The class in physiology may present the simple facts concerning nutrition. Students in drawing may make posters and decorate the blackboard. The history classes may furnish facts concerning the war, and the geography classes may provide statements concerning various countries which furnish food.

15. Arrange for tableaux, particularly remembering "the common table." A short dialogue or play might show America trying to feed the countries that are suffering from hunger.

16. Let every pupil copy the home message and sign it with his name, adding "Messenger for Uncle Sam." This message should be carried home after school and delivered to the family. The older students, by using carbon paper, can write duplicates enough to provide the message for the younger children who cannot write, but every child should sign his own name as messenger. Extra copies should be carried to families in the neighborhood who do not have children in school. By this means the spirit of the message will enter all homes of the Nation.

Important Suggestion

Use such items of this program as best fit the needs of your school. It is most important that the food message be included. Add local color and perhaps secure a prominent, effective local speaker.

SAVE THE WORLD FROM FAMINE

Food Administrator Hoover Asks Children to Help Save Food and Share With Starving Peoples of Europe

With the cessation of hostilities in Europe, the problem of feeding the hungry is greater than ever before. To enlist all the school children in America in a big program of saving and sharing food, Herbert Hoover, Federal Food Administrator, issues the following appeal which should be read in every schoolroom in America on "Food Conservation Day," Friday, December 6:

To the Boys and Girls of America:

Now that the terrible war is over, you must be glad that you helped to win it by saving food for our soldiers and our unhappy friends across the sea. But our work of feeding hungry people is now to be greater than it has ever been. Many millions of people have been made free by our victory, but they are in the greatest danger of death from starvation. They look to America for food until the next harvest.

We must go on saving and sharing with them as faithfully as ever. And of course you will want to do your part as you have been doing. We have a greater task than any of us can imagine in saving the world from famine, but we can do it if each of us does all he can. I am counting on you.

Faithfully yours,

HERBERT HOOVER.

THE WORLD FOOD CRISIS

The spirit with which the American people responded to the appeals of the European Allies is to a very great degree accountable for the fact that the world is no longer being devastated by war. Had it not been for the service and sacrifice of men and women throughout this country, it would have been impossible to maintain the health and strength of the Allies. Had our food failed, the battle lines would have weakened before the Prussian onslaughts.

Last year we were responding to an appeal to our patriotism, to a call of self-preservation. Now that the world is again free from war we must meet even heavier demands and we must respond even more freely to the call of humanity, altruism, idealism. By many who have considered this a materialistic country, America has come to be regarded as the most idealistic nation on earth. To uphold our ideals we must tighten our belts and buckle down to an even harder grind of constant saving.

Must Export Twenty Million Tons

The magnitude of our exports in the past year is almost beyond comprehension. From a pre-war normal of about 6,000,000 tons, we increased our exports to Europe to 11,820,000 tons in the fiscal year ending June 30, 1918. As a war program we had planned to run this enormous figure up to 17,550,000 tons in the present year. But with the added demands which have been precipitated upon us with the return of peace, we must strain our resources to the utmost and send to Europe every ton of food that can be handled through our ports. This means as a barest minimum, according to the United States Food Administration, that we must export 20,000,000 tons.

If this program should fail, we would have upon our hands the blood of millions who have been freed from the Prussian yoke. Whole nations in Europe are facing starvation. In America they see their only salvation. The extent to which we sacrificed for those who were fighting our battles astounded the world. Our past service for patriotism must be far overshadowed by the sacrifices we show ourselves willing to make for humanity, for the preservation of the ideals for which we fought, and for the salvation of peoples who have been held in oppression.

If the Allies had not been fed by America they could not have maintained their defense against autocracy. Meeting this need on a purely voluntary basis, the American people proved conclusively that democracy is a success and that in time of need it will rise to its own defense. The very fact that the nation is able to rely upon the voluntary effort of our people, thus showing the strength of democracy, has in itself more than justified the existence of the United States Food Administration in the eyes of the world.

THE HOME MESSAGE FROM UNCLE SAM

You have been saying, "Food Will Win the War." You planted, you saved, and you shared, until the war was won.

And now is your work ended? No. A greater work yet remains to be done.

Starving Europe must be fed. Millions of hungry women and children reach out their hands to you. Remember their fearful need.

Keep on saving. Keep on sharing. Waste not one morsel of food. It is sacred.

You love your country. You have proved it in war; prove it now in peace.

America is pledged to fight Famine, to feed a starving world. Will you do your part?

POPULATIONS OF EUROPEAN COUNTRIES

Austria-Hungary	50,000,000
Belgium	7,571,387
Bulgaria	4,755,000
Denmark	2,775,076
France	39,601,509
Great Britain	45,273,622
England	34,045,290
Wales	2,025,202
Scotland	4,760,904
Ireland	4,390,210
Isle of Man	52,016
German Empire in Europe	66,715,000
Greece	5,000,000
Italy	35,598,000
Luxemburg	268,000
Montenegro	520,000
Netherlands	6,500,000
Norway	2,459,000
European Russia	131,796,800
Roumania	7,508,009
Serbia	2,957,207
Sweden	5,680,000
Switzerland	3,741,000
European Turkey	1,892,000

LIVE BLACKBOARD SLOGANS

Serve by saving and sharing food.

Put a new leaf in the "Common Table."

People who cease to fight do not cease to eat.

Our motto: Plain living and high thinking.

War has united us; peace must not separate us.

Hunger may become our worst foe. Let us fight World Hunger.

The "Common Table" of the Allies is now the "Common Table" of the nations of the world.

"To protect the weak as well as to accord their just rights to the strong are the objects of the victors."

"Every man, woman, and child who exercises straight, stern economy is helping to win the freedom of the world."

Even if every sword were immediately turned into a ploughshare there is a winter before us when ploughshares do not count.

TEXT BOOKS ON FOOD PREPARED BY FOOD ADMINISTRATION

Food and the War. A text book for college classes prepared under the direction of the Collegiate Section of the United States Food Administration with the coöperation of the Department of Agriculture and the Bureau of Education. Price 80 cents postpaid. Houghton, Mifflin Company. Boston, New York, Chicago.

Food Guide for War Service at Home. For high schools and general use. Prepared under the direction of the United States Food Administration in coöperation with the United States Department of Agriculture and the Bureau of Education. Price 25 cents. Charles Scribner's Sons. New York, Chicago, Boston.

Food Saving and Sharing. For elementary grades. Prepared under the direction of the United States Food Administration in coöoperation with the United States Department of Agriculture and the Bureau of Education. Price 24 cents. Doubleday, Page & Company. Garden City, New York. A copy of this book is to be furnished free to every elementary school teacher of America. Distribution will be made through the office of the Federal Food Administration of each of the states.

National School Service

Published Twice a Month During the School Year by the Committee on Public Information, GEORGE CREEL, *Chairman*

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State Editorial Boards, each consisting of five members appointed by the State Superintendents, represent the classroom teachers of the several States.

The special food message should be sent to every home.

The Food Administration asks that a Food Conservation Day program be held in every schoolroom on Friday, December 6.

The American Red Cross is carrying on its great work heroically. The Christmas roll call should be answered cheerfully by every voice in America.

It is suggested that teachers send for such publications of the Committee on Public Information as they may wish to have for class or individual use. The list will be found in NATIONAL SCHOOL SERVICE, No. 1 (Sept. 1), and No. 4 (Oct. 15). Of especial importance in the study of the peace terms will be Bulletin No. 21 ("America's War Aims and Peace," by Carl L. Becker). Other important recent publications are Bulletin No. 19 ("Lieber and Schurz," by E. B. Greene) and Bulletin No. 20 ("The German Bolshevik Controversy," by Edward Sisson). The latter pamphlet contains facsimiles and translations of the original documents proving that the Bolshevik leaders were in secret communication with the German authorities during the Bolshevik revolution, and that the revolution itself was arranged for and financed by the German general staff.

"Carry on!" Carry on the self-denial that means relief to suffering humanity; the fine traditions of sacrifice and service that are still needed in a troubled world; the high resolve that men as well as nations shall be free from self-seeking exploitation; the spirit of enlightened discipline that will make democracy safe for the world.

The old enemies of civilization have been defeated, but new enemies are already in the field. Starvation and anarchy form a dual alliance that may be even more terrible than the alliance of Teuton and Turk. We must mobilize our forces against the new foe if we are to prevent devastation and suffering beside which even the wanton and organized aggression of autocracy might seem tame and paltry. At all costs to ourselves, food must be sent overseas as fast as the ships can be loaded and despatched.

With the victory of democracy assured, the great problems of reconstruction have at once assumed a place of primary importance. The new world order which the armies of the free peoples have fought so valiantly to bring about is already upon us. Education as well as politics, industry, and commerce must be reshaped to meet the new conditions. School studies, school aims, and school management can never be again just what they were even in the immediate past. Germany's cunning employment of education to keep her ruling classes supreme and to further her ambitions of world domination has supplied both substantial evidence of the dynamic power of education and convincing proof that it can lead downward as well as upward, backward as well as forward. If we see so clearly what education should not do for a people, there is all the more reason for defining in positive terms what it should do. It is the teachers of the country who must take the lead in reinterpreting educational aims and ideals.

An immediate effect of the war upon the schools will be, we trust, marked improvements in methods of teaching. The war activities have shown clearly the possibilities. The actual fighting is over, but the times still bristle with great problems. With the widely extended horizon that has opened before us, the issues in which all of the people must of necessity be interested, are far more numerous and far more important than ever before. Geography, history, and literature will have new meanings and new life as school subjects, and even the "tools" of knowledge—reading, writing, spelling, and the other language arts, as well as arithmetic—should be touched and quickened by the new evidences of their importance, and taught better because of the skill and insight that have been gained in linking them with the war activities.

The larger problems of educational reconstruction, whatever they may be in detail, are certain to demand extensions and developments of the educational system that cannot be undertaken too soon. A program of health education and of physical training that shall be national in its scope and influence is an immediate necessity. The Americanization of the immigrant population and the reduction of adult illiteracy are both problems that the war has brought into sharp relief. The rural and village schools, in which more than one-half of the nation's children are enrolled, certainly cannot, under the new order, continue to suffer from the neglect that has heretofore handicapped their progress. And certainly our great democracy will not long rest content under the stigma of giving less attention to the preparation of its teachers than does any other nation of similar rank, nor will the inadequate recognitions and rewards of teaching be long tolerated by a people who have recognized the public schools as essential safeguards of democratic institutions.

TWO WAYS OF REGARDING HUNGER

The German Way

Starvation must serve our purpose. So we set it to work for Germany. By starvation we can accomplish in two or three years in East Poland more than we have in West Poland, which is East Prussia, in the last hundred years. With that in view, we propose to turn this force to our advantage—GENERAL VON KRIES, *of the German Army, 1915.*

The American Way

In addition to the supplying to those to whom we are already pledged, we now have the splendid opportunity and obligation of meeting the needs of those millions of people in the hitherto occupied territories who are facing actual starvation. The people of Belgium, Northern France, Serbia, Roumania, Montenegro, Poland, Russia, and Armenia rely upon America for immediate aid. — HERBERT HOOVER, *United States Food Commissioner, 1918.*

WAR SAVINGS CONTINUED

According to a recent announcement of the Secretary of the Treasury, a new $5.00 War Saving stamp will be placed on sale early in 1919. The stamp is blue in color and bears the profile of Benjamin Franklin, the apostle of saving, and first Postmaster General of the United States. The new series will have a maturity date of January 1, 1924, and will be issued on the same terms and in the same manner as are the present series of 1918. The thrift stamps and thrift cards now in use will be continued and will be exchangeable for the new War Savings stamps.

LEST WE FORGET

The tumult and the shouting dies.
The captains and the kings depart.
Still stands our ancient sacrifice—
An humble and a contrite heart.
Lord God of hosts be with us yet—
Lest we forget! Lest we forget!
—*Rudyard Kipling.*

WAR LECTURES AND LANTERN SLIDES

You can show your pupils the most interesting phases of the Great War by means of lectures and lantern slides which the Committee on Public Information now has ready for delivery. From them your students will learn how the army was trained, what kind of weapons were used in the trenches, how airplanes are made, and what the aviators do. No doubt, too, your pupils wish to hear about our wonderful navy and what it has accomplished in the war. How ships appeared like magic, how troops were transported and cared for, and how our soldiers work, fight, and play, are all shown in pictures which tell a true story more charming than the tales of old. The following is a list of lectures and sets of lantern slides which are available:

The Call to Arms—58 slides	$8.70
Trenches and Trench Warfare—73 slides	10.95
Airplanes and How Made—61 slides	9.15
Flying for America—54 slides	8.10
The American Navy—51 slides	7.65
The Navy at Work—36 slides	5.40
Building a Bridge of Ships—63 slides	9.45
Transporting Army to France—63 slides	9.45
Carrying Home to Camp—61 slides	9.15

With each set of slides is furnished the printed text of the accompanying lecture.

If preferable, the war photographs from which these slides were made, may be had in collections at ten cents each. There are also 25,000 other war photographs from which a collection on any war subject may be secured. Order a collection now for your school, your college library, or your historical society, for it will be impossible to obtain these war photographs at such prices after the war.

Address all orders for pictures, lectures, and slides and make all money orders payable to the DEPARTMENT OF SLIDES, COMMITTEE ON PUBLIC INFORMATION, 6 West 48th Street, New York City.

PUBLIC HEALTH AND ARITHMETIC

Suggestions from Surgeon General Blue of the United States Public Health Service Designed to Introduce Health Statistics as Subject-matter for Teaching Arithmetic

(1) For the following cities show what per cent of the total deaths were caused by "Spanish" influenza and pneumonia.

SIX WEEKS OF INFLUENZA EPIDEMIC

	New York	Chicago	Boston	Washington	Phila.
Total deaths (all causes)	19,913	11,479	5,226	2,643	15,691
of which there were deaths from influenza and pneumonia	12,597	7,497	3,918	1,898	12,240

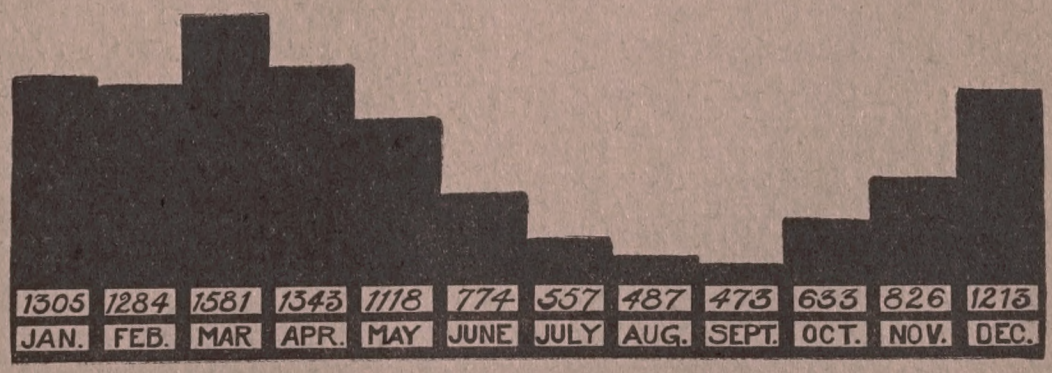
(2) The populations ascertained at the federal census enumerations of 1900 and 1910 for a certain group of large cities were as follows.:

	New York	Boston	Chicago	San Francisco	New Orleans	Phila.
1900	3,437,202	560,892	1,698,575	342,782	287,104	1,293,697
1910	4,766,883	670,585	2,185,283	416,912	339,075	1,549,009

Assuming that the population of these cities has continued to grow at the same rate, *i. e.*, adding to itself each year one-tenth of the increase which occurred in the ten year period, 1900-1910, what is the estimated population of these cities in 1918? What will it be in 1919? What was the percentage increase in each of these cities in the ten year period, 1900-1910?

(3) When the present epidemic of "Spanish" influenza invaded the larger cities of this country, the disease appeared to reach the greatest prevalence in the fourth or fifth week. Following are figures showing the death rates (per 100,000 population) from influenza and pneumonia in certain large cities, the deaths being arranged according to the week of the epidemic in these cities. For any two cities construct a simple graph showing the facts here given.

City	Population 1917	Week preceding epidemic	Week of Epidemic					
			First	Second	Third	Fourth	Fifth	Sixth
Philadelphia	1,735,514	4.4	40.7	151.8	264.9	174.1	69.3	26.6
Baltimore	594,637	3.2	19.7	94.6	258.7	180.5	66.8	24.7
Washington	370,000		10.3	48.9	147.9	163.8	100.5	41.6
Boston	767,813	6.0	34.5	101.0	158.4	133.9	76.7	16.4
Chicago	2,547,201	3.6	16.4	41.2	82.7	92.9	57.7	28.9
New York	5,737,492	3.3	12.8	37.0	73.9	90.8	76.8	29.8



(4) Deaths from the so-called "respiratory diseases" are more numerous in the winter and early spring months than at other times of the year. Following are the total deaths from acute respiratory diseases (pneumona, bronchitis, and influenza) in New York City arranged by months. The above is a simple graph showing the facts set forth.

Jan.	Feb.	Mar.	April	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
1,305	1,284	1,481	1,343	1,118	774	557	487	473	633	826	1,213

The Surgeon General is strongly of the opinion that the use of health data as subject-matter for teaching will do much to arouse interest and a better understanding of the local health problems, and thus lead to a permanent improvement in health conditions.

Rural Schools

THE CAUSES OF THE WAR

What was the cause of this war? Some people think it happened because Germany sank our ships. That made us go into it, on April 6, 1917, but the war had then already been going on nearly three years. What was the beginning of it?

It was in Serajevo, the capital of Bosnia, a recently acquired province in the south of Austria. The Austrian Crown Prince, Franz Ferdinand, and his wife were visiting this city, and as they drove through the streets, the people turned out in crowds to see them, just as you would go to see the President, or the Governor of your state, or any other great man. But not all the people who came to see them were friendly. Twice an attempt was made on their lives, first with a bomb, then with revolver shots. The first attempt failed, but the second was successful. The Crown Prince and his wife were both killed.

This deed, terrible as it was, was surely not enough to cause this great war, which has killed millions of men, women, and children, and made the whole world poor. Why did not the Austrian government simply punish the man who committed the murder? That is a very hard question to answer, because to understand it you have to know a great many things about the history and geography of Europe. The murder of Franz Ferdinand and his wife was just like a match which, when struck and applied, sets fire to the kindling, which sets fire to the great pile of fuel, which sets the world on fire. What were the kindlings and the fagots? Each of us needs to know this, for this war is the biggest thing that ever happened in the world, and the world will never be the same again because of it. To understand what is going on now, or what will happen for years to come, we must know what this war was all about.

MIDDLE EUROPEAN PEOPLES

Part of the fuel of the European conflagation, as people call this war, is to be found in the confusion of races and peoples in Middle Europe. Let us see how many of these peoples you already know about. Do you know where the Serbs live? the Roumanians? the Bulgars? the Montenegrins? the Albanians? Perhaps you cannot tell the answers to these questions at once, but if you use your map of Europe, you probably can find them.

People Without a Country

You have heard of Poland, the land of the Polish people, and of the Ukraine. See if these countries are on your map. Perhaps they are not, because they are parts of Russia. Poland is in the western part of Russia with Warsaw as its center. The Ukraine is in the south along the shores of the Black Sea. Not all the Poles, however, live in Russian Poland, nor all the Ukrainians in Ukraine, nor all the Roumanians in Roumania, nor all the Serbs in Serbia. Millions of each of these peoples live in Austria-Hungary, a country about as large as the state of Texas. It is called the Dual Monarchy, because it has two main states, Austria and Hungary.

The two ruling peoples in Austria-Hungary are the Germans, of whom there are about 12,000,000, mostly living in Austria; and the Magyars, of whom there are about 10,000,000 mostly living in Hungary. But this is not half. Austria-Hungary has more different peoples than any other European country. There are in this patchwork empire about 5,000,000 Poles; 4,000,000 Ukranians; 3,000,000 Roumanians; 7,500,000 Czecho-Slovaks, chiefly Bohemians; 6,750,000 Jugo-Slavs, including Serbs, Croatians, and Slovenes; 800,000 Italians; and over 375,000 persons of still other nationalities.

Where These People Live

The Poles in Austria-Hungary live in the northern part, adjoining the Polish districts in Russia and in Germany. Until about one hundred twenty years ago, Poland was a great independent kingdom, but in the years between 1772 and 1795 the rulers of Prussia, Russia, and Austria joined in attacking it, and divided up its territories among themselves. Southwest of the Austrian Poles are the Czecho-Slovaks, inhabiting the ancient kingdom of Bohemia, with the city of Prague as their center. To the east of them, next to Ukraine in Russia, live the Ukrainians, or Ruthenians, in northern Hungary. In Bosnia and Herzegovina, the southern provinces of Austria-Hungary, between the Adriatic Sea and Serbia, are the Jugo-Slavs or Southern Slavs, the word "Jug" meaning "South" in their tongue. The people of Serbia also belong to this race. Roumanians, who are also Slavs, but whose name is derived from "Roman," recording the fact that their land was once a part of the old Roman Empire, are found in the eastern part of Hungary, between the Ukrainians and the Jugo-Slavs. The map in NATIONAL SCHOOL SERVICE for November 15, shows the locations of these peoples. Why not make yourself a map showing where each of these live? Use an outline map of Europe, and with colored crayons indicate the lands occupied by them, both in Austria-Hungary and in the countries surrounding.

Divided They Fall

Add the numbers of the two ruling peoples in Austria-Hungary, and then add together all the peoples of the other nationalities in a separate sum. Which is larger? Here are millions of people, who, because they were weak nations, have been conquered first by one great power and then by another, although there are so many of them that altogether they would themselves still make a larger power. But they are separate, and so they have been ruled by Germany, or Russia, or Austria, or Turkey as the case might be, or have been divided among these countries without the slightest regard to their own wishes. The Poles would like to reunite their separated lands, and rule themselves, but they are now divided between Germany, Russia, and Austria-Hungary. The Czecho-Slovaks have already been recognized as a separate nation. The Jugo-Slavs of Croatia and Bosnia-Herzegovina have for years wished to join with Serbia, whose people belong to the same race. They have had patriotic secret societies, which have been responsible for numerous insurrections against their Austrian governors, and for attempts upon the lives of Austrian officials.

The Jugo-Slavs Strike the Match

You remember that it was the assassination of the Crown Prince of Austria and his wife, when they were on an official visit to Bosnia, which was the beginning of the whole war. The assassin was an inhabitant of Bosnia, and therefore a subject of Austria, but he belonged to the Serbian nation.

Austria seized upon this as an excuse for getting rid of the secret society which had given her so much trouble. She also tried to use the assassination as an excuse for weakening the power of Serbia and of preventing her from joining with the Jugo-Slavs in Bosnia-Herzegovina to make a separate state. She sent a note to Serbia, in which she made demands so harsh and brutal that the whole world was astonished. There is not space here to tell all about these negotiations. An excellent outline of the whole Austro-Serbian controversy will be found on pages 29 to 34 of *The Study of the Great War*, published by the Committee on Public Information. This publication is free to teachers, and if they wish individual copies for the use of their students, they may secure them at five cents each. The *War Cyclopedia* is also invaluable in this study. The new edition will soon be ready for distribution, and every teacher should have a copy on her desk. The price will be twenty-five cents.

If you read these two articles carefully, you will see very clearly how the fire was started. But you will still not see how a pile of fuel had been heaped up so high that all Europe was set on fire. How did Russia, and England, and France, and Italy get into the quarrel? These are questions that we have not space to discuss here, but full information will be found in the new edition of the *War Cyclopedia*.

AFTER THE WAR

Over 180,000,000 people in hungry lands look to America for food which no other people can give them.

In their misery and famine, Belgium, Northern France, Central Russia, Servia, Montenegro, Poland, Roumania, and Armenia cry to us.

From us food must come. We must save what we can give.

It is America's mission, our opportunity, to serve.—*United States Food Administration.*

GERMAN GEOGRAPHY

Not German geography, but the kind every class should be studying these days, geography appropriate to the present situation. Put away the course of study, and see how much you can learn or do in your geography class that will help make Food Conservation Day a success. Let your whole school work together, at least a part of the time. Combine the grades above the fourth in this study. The following outline of a series of lessons is suggested. Much of the work may be done by the pupils, singly or in groups, during seat work periods.

Why Save Food Now?

Now that the war is won, why are we still asked to save food?

Famine conditions in Europe. Study the famine map in this issue. Have an outline map of Europe on the board and have pupils indicate on it the different degrees of food shortage, using either colored crayons or different shadings. Have pupils make individual famine maps to take home. Using the population figures in this issue, have pupils estimate the number of people in each food shortage area. Put these figures on the map.

Sources of European food supply. Study the food map of the world in this issue. Have the class make a large food map. Cut out pictures of cows, sheep, hogs, dairy products, sugar beets, sugar cane, corn, wheat, and other grains, and paste them in the areas of production indicated on the food map. Using the index, find out what information the geography textbook gives as to sources of these foods. Compare facts given in the textbook, representing conditions before the war, with present conditions as shown on the map. What countries supplied these foods before the war that are not now supplying them? Why? Let different pupils prepare for the special program short talks on each main article of food, presenting the facts brought out above, and those in Mr. Hoover's article.

Distances of food sources. Why have we not been using the immense stores of wheat in Australia? How long have these stores been accumulating? Why has Europe not been getting sugar from Java and the Philippines? Estimate the number of cargoes a ship could carry to France in a month from Java, from Cuba, from Australia, from the United States. Can we afford to send ships now on these long journeys?

World shortage of foods. Even if we can spare ships to bring food, is there enough of all kinds of food in the world? Use Mr. Hoover's article for information. Bring out also the effect in decreased production of the withdrawal of millions of men from production into military service. How long will it be before Europe can produce any more food for herself? When will the earliest possible harvest occur in Europe?

FOOD CONSERVATION DAY

In this critical hour of reconstruction, every rural teacher should celebrate Food Conservation Day on December 6. Begin preparations at once by making a special study of the world's food situation as suggested in the various articles of this magazine. Then decorate the schoolroom with food slogans, pictures, and posters, and invite the parents. One arrangement of the Food Administration program, suitable for rural schools, is given here.

Fighting Famine Over There
Saving, Sharing Over Here

1. For the first number have a simple flag drill, sing a group of patriotic songs, and give a salute to the flag. This drill may be varied by having each child carry the flag of a country recently engaged in the World War. Such flags may be made of colored paper from designs found in the dictionary.

2. Explanation of the hunger map and food map of the world, by an older pupil.

3. The Home Message from Uncle Sam. By an intermediate pupil.

4. Recitation, "Your Food and My food." See NATIONAL SCHOOL SERVICE for November 1, 1918.

5. Food slogans. Have six or eight recited, letting each child make and carry a picture-poster illustrating his statement.

6. Food songs. Make suitable selections from any available songbooks or teachers' journals.

7. Dramatization of some story relating to the sharing of food. "The Tongue-Cut Sparrow," "How the Woodpecker Got its Red Head," or the food stories in the Primary section of this magazine are appropriate.

8. Four-Minute speeches. Our ships and food; our railroads and food; or why we should feed Europe. Illustrate with maps, diagrams, and pictures.

9. Recitation. The Famine, from Hiawatha.

10. How this community can help in the food crisis. A talk by the county agricultural agent, or home economics leader, or a citizen of the community.

11. Food tableaux. Selected from the Intermediate section of this magazine.

PIG CLUBS AND FOOD SHORTAGE

Study the summary of food facts given in Mr. Hoover's address. Of what products has the world a sufficient supply? Of what is it short? In which product is the shortage most serious? What does Mr. Hoover say regarding relief in this field of shortage? Why will hog raising relieve the meat shortage more quickly than will beef raising?

There are twelve million rural and village school children in the United States. If each country school pupil raised one pig weighing 200 pounds when sold next fall, how many pounds of pork would this contribute to the world's supply of meat? What percentage would this be of the total amount needed? If but one half, one third, or even one fourth, of all our country children raised pigs how many pounds of meat could they produce in each case?

Follow this introduction by getting the children to write to their state club leader or to the Boys' and Girls' Club Division, of the States Relations Service, Department of Agriculture, Washington, D.C., for bulletins on pig clubs. Though the study of these bulletins and the help of your county agricultural agent or club leader, get each child in your school to undertake pig raising this spring. No more effective service could be undertaken by children at this time for the world's relief of hunger.

Primary Grades

PEACE TIME SACRIFICES

The times have dramatized for us the meaning of American citizenship. Even the smallest children have been responding generously during the year and a half of war. They have been expressing their patriotism in the performance of practical everyday tasks, now knitting, now gardening, sometimes saving, sometimes giving, but always with a proud consciousness that they were being of service to their country and to others.

Arousing wartime patriotism has been a comparatively simple task. It is easy to keep in step to the rhythm of beating drums and martial music. But what of the days to come when the shouting and the tumult dies?

Stories of valiant deeds are not all told. Oportunities for self-sacrifice and helpfulness are not all past. If we can only continue to translate our little citizens' ideals of patriotism into terms of service, we shall go far toward preserving that great Democracy for which we have been fighting.

A QUEER WELCOME HOME

Along the road to Chateau Thierry came a little cart drawn by a small donkey. Jules and Marie, with their grandmother, were returning to their home. The cart contained a few quilts and pots and pans, all they had been able to save on that terrible day last spring when they had fled from the guns of the Germans.

As they slowly approached the home village, the children were talking excitedly.

"Oh, I hope my rabbits were not killed," said Jules. "I let them all loose the day we came away."

"And the chickens! There were such cunning little ones," said Marie. "What do you think became of them?"

"I hope the brave Americans got them if any one did," said Jules.

"I love the Americans," said Marie. "One of them gave me some chocolate."

"They are our friends," said Jules. "They came across the great ocean to help us. France will never forget them."

Just then the donkey stopped. Grand-

mother and the children looked about them. Everywhere there was nothing but ruins, broken bricks, and crumbled walls. Grandmother was puzzled. Her little home was gone and there was nothing to tell her where it had stood. What should she do?

The little donkey knew. He started off across a pile of stones and mortar and stood still in front of what had once been his stable door. Then he looked around as if to say: "What are you waiting for? This is home?"

Then grandmother and the children got down. They soon discovered familiar objects in the ruins.

"See, Grandmother!" cried Jules, tugging at something under the stones. "Here is my own little chair!"

"Oh, my doll, my pretty doll!" wailed Marie," bringing to light a badly crippled dolly. "Never mind, I'll bandage your head like a wounded soldier's," she added.

Grandmother was thinking sadly of the pretty cottage with its fine little garden that had been there in the spring. Now, it was almost winter, too late to plant again. Where was she to find food and shelter for herself and the children?

"Hello! Want some help?" sang out a cheery voice behind her.

Grandmother turned to find several smiling American soldiers making friendly offers of help.

And help they did. In a short while they had cleared a place and built a shelter for Grandmother and the children. Then they went to the village and brought hot soup and a loaf of bread.

When the soldiers left, the children waved good-bye to them as long as they were in sight.

"I love them," said Marie again. "I do not understand their speech, but their eyes are kind. I know they are our friends."

"They are brave men," Jules agreed. "They drove the Germans from Château Thierry last summer. When I am big I will fight for America."

FOOD FOR RETURNED REFUGEES

Tell the story of the home coming of Grandmother and the children. Why had they left their home? Who had been taking care of them? The Red Cross perhaps. Why do they go back now? Because it is their home and they love it. Who will help them rebuild it? Our soldiers, perhaps, or the English. This is the beginning of the winter season in northern France. Let children talk about winter as they know it, weather conditions, changes in outdoor life, our preparation for winter, storing of our harvest. Contrast conditions among the refugees, with their devastated fields. Talk about work that must be done so that gardens may be planted in the spring. Grandmother and the children have no food saved for winter. Who will feed them? The Red Cross perhaps or some people selected by the French government. Where will the food come from?

The Sunday supplements of recent newspapers have been showing pictures of refugees returning home and of the battle-scarred regions of Belgium and France. The famine and food maps on pages 4 and 5 of this issue tell plainly the story of the food situation in Europe.

THE CAPTAIN OF THE SUGAR BOWL

In the issue of October 15, we told of seven-year-old Fred, Captain of the Sugar Bowl, who stands guard over that dining table fixture and sees that no one in his family gets more than a fair share.

There are getting to be many such Captains all over the country. Any boy who wants it can take such a commission. The father of one, in Massachusetts, wrote as follows:

The Captain of the Sugar Bowl
Is very fierce and firm,
He watches every one of us,
And when it comes my turn,
He frowns at me and scowls at me
And says: "Now, Daddy, stop!
You cannot have a bit to-night,
You took an awful lot."

And then I hang my head in shame
Before this Captain bold,
For I have learned obedience
And do as I am told.
Of course I know I'm forty-two,
And Captain's only eight,
But Mr. Hoover's back of him,
And well I know my fate.

—*Sarah Louise Arnold.*

JACK'S FOOD HELPERS

Little Jack's mother had been telling him about the needy little children in Europe.

"I wish I could earn some money to help," he said.

"Why don't you raise some corn and sell it?" his mother asked. So Jack started a garden.

"Who'll help prepare the ground?" said he.

"I will," said the spade.

"And we will," said the rake and the hoe.

Soon the ground was prepared and Jack planted the corn.

"Who'll help my corn to grow?"

"I will," said the sun.

"And we will," said the rain and the dew.

Soon green blades were seen. They grew taller and taller and then tiny ears appeared.

"Who'll help feed and ripen my ears of corn?"

"I will," said the roots.

"I will," said the leaves.

"And I, too," said the breeze.

Soon the ears were ripe.

"Who'll help pick and husk and shell my corn?" asked little Jack.

"I will," said brother.

"I will," said sister.

"I, too, will help," said Jack.

"And now, who'll help sell my corn?"

"I will," said the basket.

"I will," said the horse.

"I will," said father.

So the corn was sold and Jack had money to give to buy food for the little girls and boys across the sea.

Arrange to tell or to read and dramatize this story as a part of the Food Conservation Day program in the primary grades.

OUR FOOD PLEDGE

I promise in the world's great need
To be a helper true.
I'll try to save with all my might,
And what I can, I'll do.

I will be careful of the things,
I use at school or play,
I'll leave no food upon my plate,
That must be thrown away.

All this I will do cheerfully,
And not complain of it,
Because I am American
And want to do my bit. —*L. C.*

Intermediate Grades

THIS WINTER'S FIGHT

We must help feed all Europe, according to Mr. Hoover. This means that the phantom Famine must be driven out. The situation must be faced by the children, who are called upon to help save and share.

Show the map in this issue depicting the famine conditions in Europe. The black spots appear first. Let the children find the famine countries on their own maps. Make a list of them. Deal similarly with those having food shortage approaching famine. Then, find the countries which have sufficient food for present need. The reasons for the bad food conditions are evident. Russia has had three mighty foes, climate, internal troubles, and German thievery. Germany has been unable to reach her colonies and to import food as she has always had to do to feed her people, and her crops were poor last year. England, France, and Belgium have enough food for present needs because the United States has kept the food streaming to them. Spain was not at war and could receive supplies from other countries. The immediate problem for the children is to show how to alleviate the distress in the famine portion of the Old World. Let them discuss, using the food map, where the food is to come from and how it it is to be transported.

LIVING FOOD PICTURES

Food Conservation Day for World Relief is Friday, December 6. The following tableaux will fit in with the program for that day. Let a child announce the names of the pictures as they are shown.

1. *The Famine.* Famine is the central figure standing at the back of the stage towering over all. Her face is turned away, her dark, dirty cape is in rags. She holds a shawl drawn tightly over her head. She has one little child by the arm about to drag it away. Other children crouch in fear while a few lie prostrate at her feet.

2. *The Bread Basket.* Five children are grouped in the picture, representing the United States, India, Australia, Argentina

and Canada. Each holds a large basket filled with bread. On each basket in large, black print are the words, "Bread from (name of the country)." United States carries the largest bread basket. If possible dress the characters to represent the countries, taking suggestions from pictures in geographies and readers.

3. *The Meat Platter.* Australia, New Zealand, Canada, Argentina, and the United States. Each carries a large platter high over his head. A placard labeled, "Meat from (name of the country)" is hung about the neck of each boy.

4. *The Sugar Bowl.* Hawaii, Philippines, Java, Cuba, and United States. These are little girls. The United States is much larger than the rest. Each carries a large sugar bowl. One or two hold their bowls out as if eager to give them away. Java dips her finger in hers as if to say, "It is good." Hanging from each bowl is a placard, "Sugar from (name of the country)."

5. *The Butter Tub.* Canada and the United States hold between them a large tub on which is printed in bold type, "Butter from Canada and the United States."

6. *Relief and Plenty.* This is like picture 1 with the figures arranged on a raised platform at the back of the stage. The children from tableaux 2, 3, 4, and 5 are kneeling with their faces toward the children and Famine in picture 1. Numbers 2, 3, 4, and 5 hold out their food to the starving children. As soft music plays the stage becomes lighter. Famine begins to straighten up, drops her shawl from her head and her ragged cape from her shoulders. This discloses a white dress beneath. She turns about slowly so that the class can see her face. She feels the magic of the little children's gifts, and is transformed into a beautiful lady, Plenty, the word showing plainly across her breast.

As Famine changes, the prostrate children begin to rise, move slowly toward Plenty, and group themselves about her clinging to her skirts and looking up at her trustingly. Then, seeing the gifts held out by the various countries, they stretch out their hands to receive them.

WHY SEND FOOD TO GERMANY?

Your pupils are very sure to ask this question. Have a class discussion of the question in opening exercises or during the language period. Set a time for the discussion, several days ahead, and meanwhile have the pupils prepare themselves by reading or talking the question over with others. Use material in this issue and in current papers and periodicals. It will stimulate discussion to have the class divide itself into two parts, one to maintain the affirmative, the other the negative of the question.

Junior Red Cross Uniforms

SEND THESE MESSAGES TO EVERY HOME

Every home in America should give a one hundred per cent answer to the Christmas Roll Call of the American Red Cross.

Plan at once to hold the Food Conservation Day program on Friday, December 6, as requested by the United States Food Administration. Send to every home the "Home Message," on page 7.

Five million more good books are needed at once for our soldiers and sailors overseas. Read the call on page 3, and have the pupils help make a collection of good books to send at once.

Discontinue the collection of fruit pits and nutshells. The War Department, through the Gas Defense Division of the Chemical Warfare Service, requests that these collections be discontinued and that only carload lots already collected be shipped to them. More than 100 carloads have been collected since the first call.

"THIS IS MY BEST WRITING"

The Food Administration has asked every boy and girl to copy "The Home Message from Uncle Sam" to take home. The parents will read the message with more eagerness and pride if it is well written and in good form.

UNTO THE LEAST

Dolls neglected on the chair,
Dishes broken, table bare,
Gretchen kneeling Over There,
Shrunken lips are dumb.
Empty plate she holds on high,
Then escapes a feeble cry:
"I'm hungry! Do not let me die!
Dear Christ, please send a crumb."

Dolls all dressed and clean and dear,
Wide-eyed at the table peer,
Mildred, busy Over Here,
Busy as can be.
"Darlings, you must all be fed.
No, no butter. Take less bread.
Pile them on this plate instead
To send across the sea."

Over Here the call has come.
Over There, the humble crumb.

—*A. W.*

FOUR MINUTE SPEECHES

Have pupils prepare for the Food Conservation Day program four minute speeches on "Why We Must Send More Food Than Ever to Europe." Have the talks answer the following questions as an outline:

How great is Europe's need for food?

Shall all the people of Europe be fed?

Is there enough food in the world to do it?

Can all these food supplies be used now?

What are the most important things for us to do?

SOME SALVAGE FACTS

Where do the old newspapers go? To the mills where they are used in making low grade paper and pasteboard.

What are the old books used for? The ink is taken out of the paper with chemicals and the paper is run through a machine and made into paper again.

How much is old tin worth? If it is pure tin, it brings from 68 to 70 cents a pound. Tin is not mined in this country and during the war it was impossible to obtain it from the mines of Wales. Tin cans are made of sheets of iron with a plating of tin.

What becomes of the old rags? If they are woolen rags they bring fifty cents a pound because they are used in weaving "shoddy." This is made by grinding the woolen cloth and spinning it with about 35 per cent new material. White serge or flannel rags are the best because they are not dyed. Cotton rags make excellent paper.

HOME GROWN CHRISTMAS DINNERS

Have a food exhibition at school. Let the children bring from home samples of all the vegetables and fruits grown in their own gardens and preserved for winter. Some will be canned, some dried, and some direct from the cellar. Those who raise live stock may prepare lists of what they raise. From the exhibitions and the lists, plan several well balanced Christmas dinner menus, all to require strictly home grown food products.

RED CROSS CHRISTMAS TABLEAUX

As a part of the Red Cross Christmas Roll Call program, simple tableaux are valuable. If a stage is used the curtains may be drawn apart far enough to display the picture. The children in the picture do not speak but the reader at the side may tell what the picture represents.

Tableau 1. A tiny, ragged refugee, holding out her hands. Reader: I am a little French girl from Rheims. My father gave his life for France and Liberty. My mother and I lived in a cellar two years under bombardment until she was killed by a shell. I am only six. The Red Cross is taking care of me and of thousands like me.

Tableau 3. An old French woman with white cap and simple kerchief holding by the hands her two grandchildren in little black aprons. The children look up into the face of their wrinkled old grandmother. Reader: I am an old French woman with my grandchildren. For four fearful years we have been behind the German lines. The retreat from the Hindenburg line left us back under the blessed tri-color. Our village is gone, our field is spoiled. The good men of the Red Cross have fixed up a home, and a school for the boys, and have found a new field for me to cultivate. Such

help is saving France for a better day.

Tableau 4. A soldier dressed in a warm robe, sitting in a chair over the back of which a Red Cross nurse is bending. She guides the fingers of the soldier as he weaves a basket. The soldier is blind. Reader: I am a soldier of France blinded in the battle of Verdun. The wonderful Red Cross women are teaching me to see with my fingers, and to work. With their help, I shall still be of some use to France and to my family.

Tableau 5. A sweet faced American woman busily knitting. At her knee stands an American boy reading from a large book. Reader: I am an American boy in the public school. My father died when I was little and my two big brothers who supported me have gone to war. But the Red Cross home service will see us through and I shall stay in school.

Tableau 6. Two French soldiers seated at a table on which a fine hot lunch is spread. A Red Cross canteen worker smilingly helps them. Reader: We are French soldiers detached from the company and on short leave. Covered with mud and weary after fighting, we should have had no heart to "carry on" had not the Red Cross given us new life and courage. Good food, war beds, a chance to rest, to wash

Junior First Aid Tableau

off the dirt, and to take a new grip on life —that is what the Red Cross canteens scattered through France are giving your weary fighters.

Tableau 7. The Greatest Mother in the World. A mother, or a teacher, dressed in white wearing the Red Cross veil, is seated in a large chair. On the wall behind her is a sheet on which is pinned a huge red cross. The pose is quite like that in the poster which so many have seen except that in the hands of the Greatest Mother in the World is a large book or scroll. Reader: Through me the miracles of the war are wrought. Though I have accomplished much there is still more to do. You have seen and heard how my work goes round the world. The mothers and fathers of America make my work possible. Come, for the sake of all the bright children in the world, my children and yours, join the Red Cross for another year and help the Greatest Mother in the World to care for our boys who have won the great war of the world, the war for Democracy.

The children of the school, who have been instructed beforehand, may then lead their parents up to the stage where the Greatest Mother takes their subscriptions for the new year.

Upper Grades and High School

INTERNATIONAL LAW AND THE HAGUE CONFERENCES

Aim: To show a proposed peaceful means of settlement for international disputes; approximate time 30 to 45 minutes for each lesson.

Lesson I.
International Law

1. Community law. *a.* Reciprocal rights of protection by the community and obedience to the law by the individual.

2. Relations of nations to each other. *a.* Idea of right to maintain existence and increase power by contests of strength (wars). *b.* Gradual growth of idea of a community of nations.

3. International law. *a.* What it is: Illustrate by keeping of treaty obligations, by punishment of piracy, etc. *b.* Growth of its rules: 1. By custom. 2. By agreement among nations. *c.* Attempts to strengthen it. 1. Conferences of nations: Geneva (1864); The Hague (1899 and 1907). *d.* Germany's opposition.

Lesson II.
The Hague Conferences

Preparation: Recall Germany's opposition to the extension of international law.

Presentation: 1. Growth of sentiment for peace. *a.* Public opinion; peace societies, meetings; distribution of pamphlets.

2. The First Hague Conference. *a.* Call by the Czar. *b.* Meeting at the Hague, May 18, 1899. 1. Delegates, (from what principal countries?) 2. Questions considered: disarmament; arbitration; Hague Peace Tribunal. 3. Opposition of Germany and Austria.

3. The Second Hague Conference, June 15, 1907. *a.* Called at the instance of Russia and the United States. *b.* Meeting. 1. Delegates. 2. Questions considered: disarmament and mpulsory arbitration; rules for the actual conduct of warfare.

4. Results of the Conferences. *a.* Negative results. Failure of attempts to limit armament and to render arbitration compulsory due to opposition of Germany and Austria. *b.* Positive results. 1. Arbitration in principle accepted by civilized world. 2. International law formulated. 3. Tribunal established at the Hague.

FAIR PLAY WITH GREAT BRITAIN

Can we not, in view of all that has passed in the last four years, teach our American history with a little more fairness to the great country to which we go for the history of most of our institutions, for our law, and above all for that love of liberty and popular rights that was first expressed in the Magna Charta?

We do not suggest a maudlin affection for Great Britain, but we do ask that you at least be fair in telling the story.

It isn't fair to tell how the British government passed hard laws interfering with colonial industries, unless we tell that other industries were encouraged with bounties, and that the British laws were far less oppressive than the colonial laws in any other country.

It isn't fair to tell of the Stamp Act and of the other pre-Revolutionary acts unless we tell of the many great Englishmen who spoke and fought in Parliament and elsewhere to keep those acts off the statute books.

It isn't fair to talk about free trade and sailors' rights unless we talk about the even greater interference with our trade and our rights by Napoleon, and unless we point out that Great Britain was in a life and death struggle with the military government of Napoleon, which was much like the military autocracy of the Kaiser.

It isn't fair to tell of the British government's sympathy for the South in the Civil War without telling of the sympathy of the English people for the North.

It isn't fair to tell the pupils about Great Britain's truculence and land-grabbing without telling of the three thousand miles of our northern boundary without a warship on the waters or a gun on the land, or of the many cases in which our disputes with Great Britain have been peacefully settled by arbitration.

It isn't fair to talk about what *we* did in the war without telling of the wonderful vigilance of the great fleet which never, for a minute, during three long years, gave the German fleet a chance to attack the commerce of the rest of the world, or to levy tribute on our rich sea-coast cities, which would surely have been attempted if opportunity had served.

CONTINUE FOOD SAVING

Teachers now have the work of convincing the pupils that, although the war is over, the need for saving food still exists. There are two food maps in this number of NATIONAL SCHOOL SERVICE. One is a map showing where the food must come from that Europe needs to make up her shortage. The other is a starvation map showing those parts of the world which, if not given assistance, will actually starve or be on the verge of starvation, before the next harvest. We see that there are millions of neutrals or of those who were fighting Germany, that need immediate relief in the way of food. These are nations that it has, up to the cessation of fighting, been impossible properly to provision. There are also the refugees and others in the recently occupied districts of northern France and Belgium, who, while under German rule, were insufficiently fed even with the assistance sent by America through Holland.

Central Peoples Must Be Fed

Finally, we must feed the starving people of the countries with whom we have recently been at war. No matter how we think or feel about it, we must do it. We cannot put ourselves in the same class as the military autocracy of Germany which

would deliberately use starvation of civilians as a means of gaining its end. So we must help them.

In the first place we must save fats and meats. During the war the numbers of cattle in Europe have been much reduced for several reasons. The general deficiency in the food supply has increased the consumption of animal foods much faster than they are being replaced. Second, much of the food which normally would be used in feeding cattle was eaten by human beings. If people ate the corn and the bran, there was was not enough left for the cattle.

But it is not merely the meat supply of which we must think. There are two other important uses of cattle that have been seriously affected by the reduction in numbers. First, there is the milk, butter, and cheese supply. These products are extremely important factors in the diet, especially of children. If the children of Europe are to be saved and brought back to sound health, we must help these starved countries to increase their supply of dairy products. This can only be done by increasing the numbers of cattle, and this will come most rapidly, by not slaughtering for meat any of the yearly increase.

Eat Less Meat and Fats

The people of the United States must be willing to eat less meats and animal fat so that the people of Europe may have meat without for a time having to kill off any of their cattle.

In Europe almost all of the work of the farms is done by cattle used as draft animals. They do not use the farm tractor to the extent that we do, so the reduction in the number of draft animals available for farm work will interfere seriously with the rapid reconstruction of the economic and food growing situation.

Vegetable fats of various kinds, such as cotton seed oil, corn oil, and cocoanut oil form valuable substitutes for some of the animal fats.

Teach Saving in the Cooking Class

The problem of food saving will naturally fall heaviest on the shoulders of the teachers of Domestic Science, though there are many valuable suggestions for the teacher of civics or of economic geography.

An important thing is to be sure that the message gets to the home. This means not merely the teaching of the lesson in class, but the preparation of receipts that are of practical use.

By taking up the work along lines similar to those suggested above, and supplementing the story by a practical application in the cooking class, the children will understand more clearly why we must save, and we believe, will be more willing to do the things that will help save Europe and the world from starvation.

FOOD QUESTIONS ANSWERED

What different things does food do for the body?

What special kinds of food are needed for these different purposes?

How much food does your body need each day?

Does everybody need the same amount?

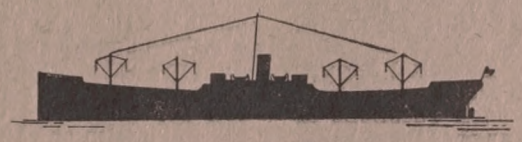
Do you need any special kind of food more than another?

Has everyone the same need for each kind of food?

Doesn't everyone need to know these things? You can find every one of these questions answered in the books prepared by the United States Food Administration. All of these books are usable as reference material in rural schools.

A PRESSING FOOD PROBLEM

A. Pre-war Shipments 5,533,000 tons.



B. Year Ending July 1, 1918, 11,820,000 tons

The length of ship B compared with that of ship A shows the ratio of increase in our wartime food exports to our pre-war exports of the same foodstuffs averaged for three years.

Before the next harvest we must ship to hungry nations twenty million tons of food of all kinds.

Draw a third ship, the increased length of which, compared with that of the other two, will show how the twenty million tons which we must send compare with what we have sent.

RACES IN THE BALKANS

Ask who knows the Bible story which explains why there are so many languages. The Balkan peninsula somewhat a Babel of races and languages.

Two great groups of people found in the Balkans: one, invaders from Asia; the other of European origin.

Recall the invasion of Europe by the Turks. Pupils using maps trace the course of the invaders to Vienna through the Balkan states. Where did the Turks come from? Under which group shall we place the Turks? Another race of Asiatic origin, the Bulgars. Use the map to locate the Bulgars.

Recall the time when Rome was "Mistress of the World"; Roman garrisons and colonies covered much of Europe. Have the pupils find Albania and Roumania.

The people in Serbia and Montenegro are related by race to the people of Russia. These people belong to the Slavic race and are called Slavs.

As the races are mentioned, place each under its proper group.

In the blackboard outline insert the language after the race and country. Turks talk an Asiatic speech, Turkish, but the Bulgars talk Slavic. The Slavs in Serbia and Montenegro talk Slavic, while the people of Roumania speak a corrupted Latin. The Greeks talk a modified form of the ancient language.

Along the boundary lines the inhabitants of Roumania have spread into Bulgaria. The Bulgars have spread into Serbia, Roumania, and Macedonia.

IN FLANDERS FIELDS

A Lesson in Appreciation

Some days in advance of the teaching of the poem make sure that the pupils are familiar with the location of Flanders (the part of Belgium lying near the North Sea); the term, Flemish: love of the Flemish people for their land; comparatively little emigration from it; inhabitants happy, contented, industrious; violation of Belgium's neutrality—master tragedy of the war; location of Ypres.

Have poppies drawn upon board in advance of the lesson. Introduce the lesson by a brief account of the heroism of the Canadians in the second battle of Ypres. Call attention to the fact that Lieut. Col. John McCrea, who had been a distinguished physician in Canada before the war, while serving in this battle had an inspiration to write a message in the form of a poem, called "In Flanders Fields."

"In Flanders Fields" is written so that it can be easily sung. The message that it contains is sung from the graves of the heroic dead in Flanders, with the hope that the Allies may continue the struggle.

Tell the story of the "Torch Race" of the ancient Athenians.

Give out copies of "In Flanders Fields."

Give time for thought. Have pupils read silently, while the teacher reads aloud, stanza by stanza.

Discuss the first stanza—(5 lines).

Picture visualized—full of life and color.

1. Poppies—symbol of silent sleep or death—blood red—blowing to music of the wind.

2. Crosses between rows of crimson flowers, telling of places where lie brave soldiers who gave up their lives in the second battle of Ypres.

3. Larks—sweet singers—flying far above the fields—still singing—reminders of happier days—their sweet notes not drowned by the noise of guns below.

Discuss the second stanza—(4 lines).

1. Heroes of a short time ago now lie buried in Flanders Fields covered with immortal glory.

2. Memories of a few days ago. Soldiers enjoyed life and were happy.

Discuss the third stanza—(5 lines).

1. Splendid outburst of patriotism. A silent army cries out from the tomb to the Allies to keep up the fight.

2. The application of the "Torch Race"—carrying on the ideals—picture the "sacred fire" representing the love of liberty now being thrown from the hands of the dying heroes, to us who live, in order that we may defend the cause for which those men died.

3. If we break faith and stop short of the goal for which those sleeping heroes gave up their lives, they shall not rest in peace, e'en though the poppies, "the sleep flowers," blow in Flanders Fields.

The musical quality of the stanzas has appealed to composers and the poem has been set to music.

Have children again read the poem silently and then the teacher should read it aloud to the class. If the school has a phonograph, the record containing the poem in its musical setting may well be played as a close to the lesson.

PRESIDENT WILSON'S PEACE PROGRAM

THE FOURTEEN POINTS OF JANUARY 8, 1918

The program of the world's peace is our program; and that program, the only possible program, as we see it, is this:

1. Open covenants of peace, openly arrived at; after which there shall be no private international understandings of any kind, but diplomacy shall proceed always frankly and in the public view.

2. Absolute freedom of navigation upon the seas, outside territorial waters, alike in peace and in war, except as the seas may be closed in whole or in part by international action for the enforcement of international covenants.

3. The removal, so far as possible, of all economic barriers and the establishment of an equality of trade conditions among all the nations consenting to the peace and associating themselves for its maintenance.

4. Adequate guarantees given and taken that national armaments will be reduced to the lowest point consistent with domestic safety.

5. A free, open-minded, and absolutely impartial adjustment of all colonial claims, based upon a strict observance of the principle that in determining all such questions of sovereignty the interests of the populations concerned must have equal weight with the equitable claims of the Government whose title is to be determined.

6. The evacuation of all Russian territory, and such a settlement of all questions affecting Russia as will secure the best and freest coöperation of the other nations of the world in obtaining for her an unhampered and unembarrassed opportunity for the independent determination of her own political development and national policy, and assure her of a sincere welcome into the society of free nations under institutions of her own choosing; and, more than a welcome, assistance also of every kind that she may need and may herself desire. The treatment accorded Russia by her sister nations in the months to come will be the acid test of their good will, of their comprehension of her needs as distinguished from their own interests, and of their intelligent and unselfish sympathy.

7. Belgium, the whole world will agree, must be evacuated and restored without any attempt to limit the sovereignty which she enjoys in common with all other free nations. No other single act will serve as this will serve to restore confidence among the nations in the laws which they have themselves set and determined for the government of their relations with one another. Without this healing act the whole structure and validity of international law is forever impaired.

8. All French territory should be freed and the invaded portions restored; and the wrong done to France by Prussia in 1871 in the matter of Alsace-Lorraine, which has unsettled the peace of the world for nearly fifty years, should be righted, in order that peace may once more be made secure in the interest of all.

9. A readjustment of the frontiers of Italy should be effected along clearly recognizable lines of nationality.

10. The peoples of Austria-Hungary, whose place among the nations we wish to see safeguarded and assured, should be accorded the freest opportunity of autonomous development.

11. Roumania, Serbia, and Montenegro should be evacuated; occupied territories restored; Serbia accorded free and secure access to the sea; and the relations of the several Balkan States to one another determined by friendly counsel along historically established lines of allegiance and nationality; and international guarantees of the political and economic independence and territorial integrity of the several Balkan States should be entered into.

12. The Turkish portions of the present Ottoman Empire should be assured a secure sovereignty, but the other nationalities which are now under Turkish rule should be assured an undoubted security of life and an absolutely unmolested opportunity of autonomous development, and the Dardanelles should be permanently opened as a free passage to the ships and commerce of all nations under international guarantees.

13. An independent Polish State should be erected which should include the territories inhabited by indisputably Polish populations, which should be assured a free and secure access to the sea, and whose political and economic independence and territorial integrity should be guaranteed by international covenant.

14. A general association of nations must be formed, under specific covenants, for the purpose of affording mutual guarantees of political independence and territorial integrity to great and small States alike.

In regard to these essential rectifications of wrong and assertions of right we feel ourselves to be intimate partners of all the Governments and peoples associated together against the imperialists. We cannot be separated in interest or divided in purpose. We stand together until the end.

THE FOUR POINTS OF JULY 4, 1918

There can be but one issue. The settlement must be final. There can be no compromise. No halfway decision would be tolerable. No halfway decision is conceivable. These are the ends for which the associated peoples of the world are fighting and which must be conceded them before there can be peace:

1. The destruction of every arbitrary power anywhere that can separately, secretly, and of its single choice disturb the peace of the world; or, if it cannot be presently destroyed, at the least its reduction to virtual impotence.

2. The settlement of every question, whether of territory, of sovereignty, of economic arrangement, or of political relationship, upon the basis of the free acceptance of that settlement by the people immediately concerned, and not upon the basis of the material interest or advantage of any other nation or people which may desire a different settlement for the sake of its own exterior influence or mastery.

3. The consent of all nations to be governed in their conduct toward each other by the same principles of honor and of respect for the common law of civilized society that govern the individual citizens of all modern states in their relations with one another; to the end that all promises and covenants may be sacredly observed, no private plots or conspiracies hatched, no selfish injuries wrought with impunity, and a mutual trust established upon the handsome foundation of a mutual respect for right.

4. The establishment of an organization of peace which shall make it certain that the combined power of free nations will check every invasion of right and serve to make peace and justice the more secure by affording a definite tribunal of opinion to which all must submit and by which every international readjustment that cannot be amicably agreed upon by the peoples directly concerned shall be sanctioned.

These great objects can be put into a single sentence. What we seek is the reign of law, based upon the consent of the governed and sustained by the organized opinion of mankind.

THE FIVE POINTS OF SEPTEMBER 27, 1918

As I see it, the constitution of that League of Nations and the clear definition of its objects must be a part, is in a sense the most essential part, of the peace settlement itself. It cannot be formed now. If formed now, it would be merely a new alliance confined to the nations associated against a common enemy. It is not likely that it could be formed after the settlement. It is necessary to guarantee the peace; and the peace cannot be guaranteed as an afterthought. The reason, to speak in plain terms again, why it must be guaranteed is that there will be parties to the peace whose promises have proved untrustworthy, and means must be found in connection with the peace settlement itself to remove that source of insecurity. It would be folly to leave the guarantee to the subsequent voluntary action of the Governments we have seen destroy Russia and deceive Roumania.

But these general terms do not disclose the whole matter. Some ideals are needed to make them sound less like a thesis and more like a practical program. These, then, are some of the particulars, and I state them with the greater confidence because I can state them authoritatively as representing the Government's interpretation of its own duty with regard to peace:

First, the impartial justice meted out must involve no discrimination between those to whom we wish to be just and those to whom we do not wish to be just. It must be a justice that plays no favorites and knows no standard but the equal rights of the several concerned;

Second, no special or separate interest of any single nation or any group of nations can be made the basis of any part of the settlement which is not consistent with the common interest of all;

Third, there can be no leagues or alliances of special covenants and understandings within the general and common family of the League of Nations;

Fourth, and more specifically, there can be no special, selfish economic combinations within the League and no employment of any form of economic boycott or exclusion except as the power of economic penalty by exclusion from the markets of the world may be vested in the League of Nations itself as a means of discipline and control;

Fifth, all international agreements and treaties of every kind must be made known in their entirety to the rest of the world.

Special alliances and economic rivalries and hostilities have been the prolific source in the modern world of the plans and passions that produce war. It would be an insincere as well as an insecure peace that did not exclude them in definite and binding terms.

U.S. Bureau of education, Division of educational extension.

NATIONAL School Service

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WHY A FRENCHMAN LOVES AMERICA

School Children of America Told by Greatest Living French Educator Why He Loves Their Country

"Why I love America" is the burden of this stirring message to the school children of the United States from the greatest living French educator, Ernest Lavisse, best known of the French students of modern history, director of the Higher Normal School in Paris, and member of the French Academy:

"When I was your age, long, long ago, for I am an old man now, I learned to love the United States of America. I will tell you children just how it all happened.

"In one of the houses in the village where I was born, two engravings hung in the parlor. One of these showed a gathering of men seated about a table, the other a great assembly of people standing, and in their midst was a man on a chair with his right hand raised high in the air.

"Underneath the first picture was the inscription, *The Declaration of the Independence of the United States at Philadelphia;* underneath the other, *The Oath of the Tennis Court.* (This oath, which bears much the same relation to the French Revolution that the Declaration of Independence does to the American Revolution, was taken at Versailles. near Paris, on June 20, 1789.)

"I had often read these words; I had no idea of the meaning of *Independence,* nor of *United States,* nor of *Philadelphia,* nor of the *Oath of the Tennis Court.* I gave no thought to them. The only thought that came to me as I looked at these pictures was that the men who were seated appeared to be very quiet, and the men who were standing appeared to be greatly excited; they seemed to be shouting. I noticed furthermore that in both cases they were not dressed as we dress nowadays. That was all that especially impressed me.

"One day, someone gave me the explanation of the two engravings. This was my great-great-uncle, who was over eighty years of age. He was a man of great intelligence who had seen much and who knew many things. He took an interest in me because I was a good little boy and liked to learn.

Declaration of Independence

"He began with the picture of the men seated about the table. He told me where Philadelphia was. He explained to me how the United States had begun as colonies, settled, most of them, by Englishmen who had left England because they were not very happy there. These colonists remained subject to England, but they were determined to preserve the liberties that the English themselves enjoyed in the home country. For instance, they were quite willing to pay taxes, but only on condition that their consent should be asked. England took a different stand in the matter. A lot of discussion followed, and finally there was an open quarrel. The colonies sent representatives to Philadelphia, who drew up the Declaration of Independence. My uncle quoted several sentences from it, which he knew by heart. I did not understand them very clearly, but they struck me as beautiful. I was convinced that these men, who looked so solemn and so wise as they sat there, had acted rightly in doing as they did.

(Continued on page 2)

The Oath of the Tennis Court, From a Painting by David

GERMANY IN REVOLUTION

The Struggles of the Socialist Factions Following the Downfall of the Kaiser

Two days after the revolution broke out in Berlin, on November 9, it was stated that fourteen of the German states, including all the four kingdoms—Prussia, Bavaria, Saxony, and Württemberg—were securely in the hands of revolutionists. Since that time it is probable that every other ruler among the German states has been forced to bow to the revolution. In only one instance, that of the insignificant prince of Waldeck, was it necessary for the revolutionists to depose a ruler because he refused to abdicate. The overthrow of the old regime, therefore, seems to be complete. It is very generally accepted by the entire German nation, including the former emperor, who, on November 28, formally renounced his rights to the Prussian and imperial crowns.

The Council

The central government of Germany is now in the hands of a Council of People's Commissioners, including Chancellor Ebert and four other socialist leaders. Half of the commissioners belong to the "majority socialists," who in general supported the former government in its war measures. The other half are "independent socialists," who distinguished themselves by their opposition to the prosecution of the war. W. S. Solf, former Secretary of the Colonies, has been allowed to remain in charge of the Foreign Office, and Matthias Erzberger, who headed the German armistice delegation, will probably head the German representation at the peace conference. February 16, 1919, has been announced as the day for electing members of a national assembly to frame a permanent government.

The Spartacus Group

A branch of the independent socialists

(Continued on page 3)

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WHY A FRENCHMAN LOVES AMERICA

(Continued from page 1)

Oath of the Tennis Court

"The explanation of the picture of the men who were standing was easier for me to grasp, because I knew something of the history of France. My uncle reminded me how, for centuries, France had been governed by powerful kings, who abused their power. In the eighteenth century all France rose up against this abuse. The king, Louis XVI, was obliged to call an assembly of representatives of the nation at Versailles, where he resided. But as soon as the representatives were actually assembled, he had but one idea, and that was to get rid of them. One day he ordered the hall in which they were wont to meet to be closed; thereupon they went to a hall in the tennis court and swore they would give France a constitution that should guarantee the rights of the citizens.

"My uncle had been a teacher for several years at the College of Sainte Barbe in Paris. He knew how to talk to children. I remember now that I thought it out all alone, in my little head, and I was just twelve then, that the two pictures went together because in Versailles, as in Philadelphia, the men declared they wished to be free. Without having a very clear idea of what was meant by liberty, I felt instinctively that it was a fine and noble thing.

"This was not the last talk I had with my uncle. He lived quite near the poor, dear home of my father. I call it a poor, dear home, because the Germans sprinkled it first with oil and then burned it down on the 27th of August, 1914. I used to reach my uncle's house about one o'clock in the afternoon. At that hour he took his coffee, and he used to give me what we call in France a 'canard'; this means a piece of sugar dipped in the coffee. I was very fond of canards, and I like them to this day.

America's Heroes Praised

"He told me that, a few years after the Declaration of Independence, the United States made an alliance with France. He talked of the enthusiasm of the French over the idea that they were about to help a people win their liberty. He almost had tears in his eyes when he spoke of Lafayette. He also praised your heroes. He said one day that the greatest man in history was Washington, which astonished me, for I thought it was Napoleon. And he was never tired of talking of Benjamin Franklin. I learned from him that Franklin had invented the lightning-rod. I had never heard of a lightning-rod before; there was none in our village. Lightning was one of the things I was most afraid of. I had seen it strike a house near ours and I was so frightened that I screamed. So I admired this American who had found out a way to prevent lightning from doing any harm. Then my good uncle quoted a number of Franklin's sayings. He admired them greatly. He narrated the great American's journey to Paris, and told me of the splendid welcome he received there and how everybody was eager to see and hear him. When Franklin died, in 1790, the Representatives of the United States ordered public mourning, and the Representatives of France likewise issued a decree that France should put on mourning in honor of Benjamin Franklin.

Admires American Progress

"So now, my young friends in the schools of America, you know how I learned, when I was your age, to love your country. It seemed to me that the United States and France were two sister nations, generous at heart, devoted to liberty and justice, and that they sought the welfare of humanity. Never have these impressions of childhood been effaced from my mind. Since those days I have followed the history of the United States with the deepest interest. I have admired the stupendous progress your country made as it grew into a great and mighty nation. Very often I have thought over the lessons that my great-great-uncle gave me, along with the lumps of sugar dipped in coffee.

"And now, once more, we Americans and French are fighting side by side. Your star-spangled banner and our tricolor, that came into being almost at the same moment, during the war for American Independence and during the French Revolution, are floating together in the great conflict.

President Wilson's Leadership

"Your President, Mr. Wilson, the most eminent man living today, has stated to the world, and the world has heeded his voice, the noble reasons that led the United States into the war; but we know that to these reasons, in the President's heart, as in the hearts of the American nation, must be added the love and gratitude the United States feels for France. We are deeply moved, more deeply than I can say, by so many evidences of American generosity and charity, so prompt, so lavish, so inventive. We shall not forget the kindly things that have been said to us, nor the magnificent gifts that have been made to us.

American Soldiers in France

"And now, June, 1918, the soldiers of America have been arriving, are arriving, and will continue to arrive, by thousands and thousands. They have already fought gloriously, they will fight still more gloriously, until the day when the world shall behold the triumph of justice, liberty, democracy, and humanity, which Washington, Franklin, Lafayette, and so many others in their day loved, among them my old uncle.

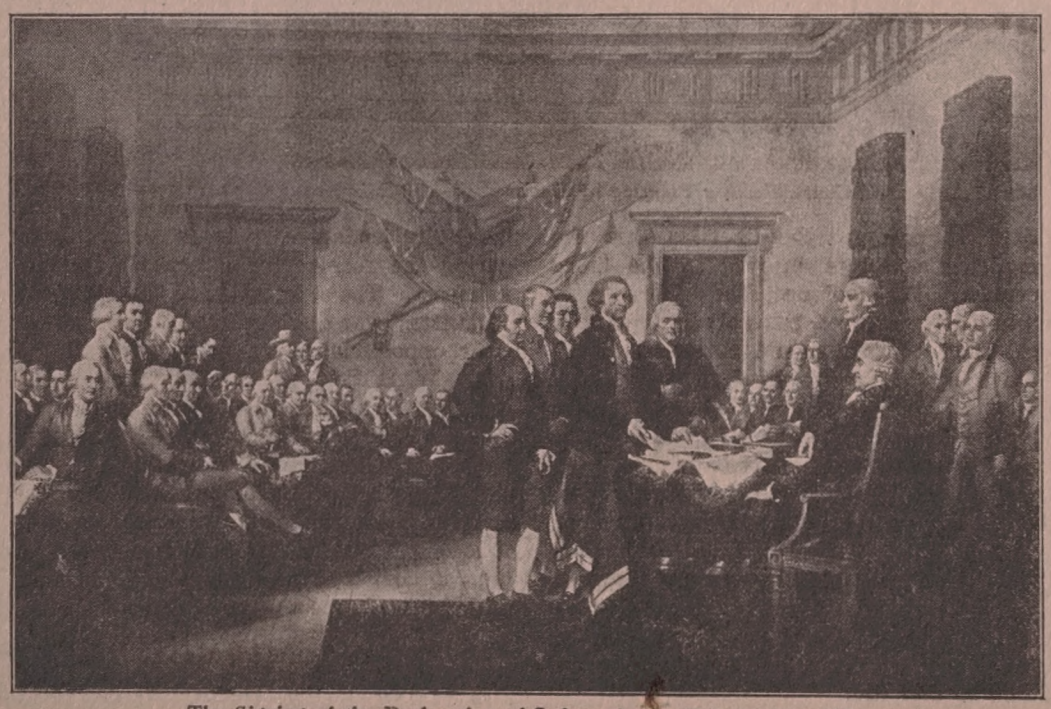
Cellar Schools to Protect Children

"My dear children, as I end this letter, I wish to say a word to you about your comrades in the French schools. Here we have school in the cellar. In Paris, the children are taught to go down to the cellar quickly and in good order, so that whenever a shell falls on the city they will know how to seek refuge underground. At night, when at home, they have often been awakened by the signal which announces the coming of the enemy's aeroplanes. This signal is given by gigantic sirens placed on top of our public buildings. They give out an awful sound that seems to rend the air. Many children have been killed by German shells, in and out of Paris. Every day, lately, thousands of little Parisians have been carried safely out into the country under the care of the city authorities and through the generosity of many persons, the most generous of whom have been Americans. The boys and girls of our schools endure their sufferings bravely and they love their country with all their heart.

Fighting for a Peace of Justice

"Children of France, children of America, turn your eyes toward the furious battle that is being waged on the devastated fields of France. Your brothers, your fathers, are fighting side by side. And it is for you they are fighting; they are dying so that you may live happy, free, and proud in the peace that is to be founded upon right, the peace that will protect mankind from the mad, criminal ambition of the predatory empires. Down with such empires! Long life to our two democratic republics, which are the hope and the example of generations to come!"

This message is a translation of the introduction to the French war reader prepared by the National Board for Historical Service, and soon to be published by Charles Scribner's Sons for the benefit of the French war orphans' fund.



The Signing of the Declaration of Independence, Philadelphia, 1776

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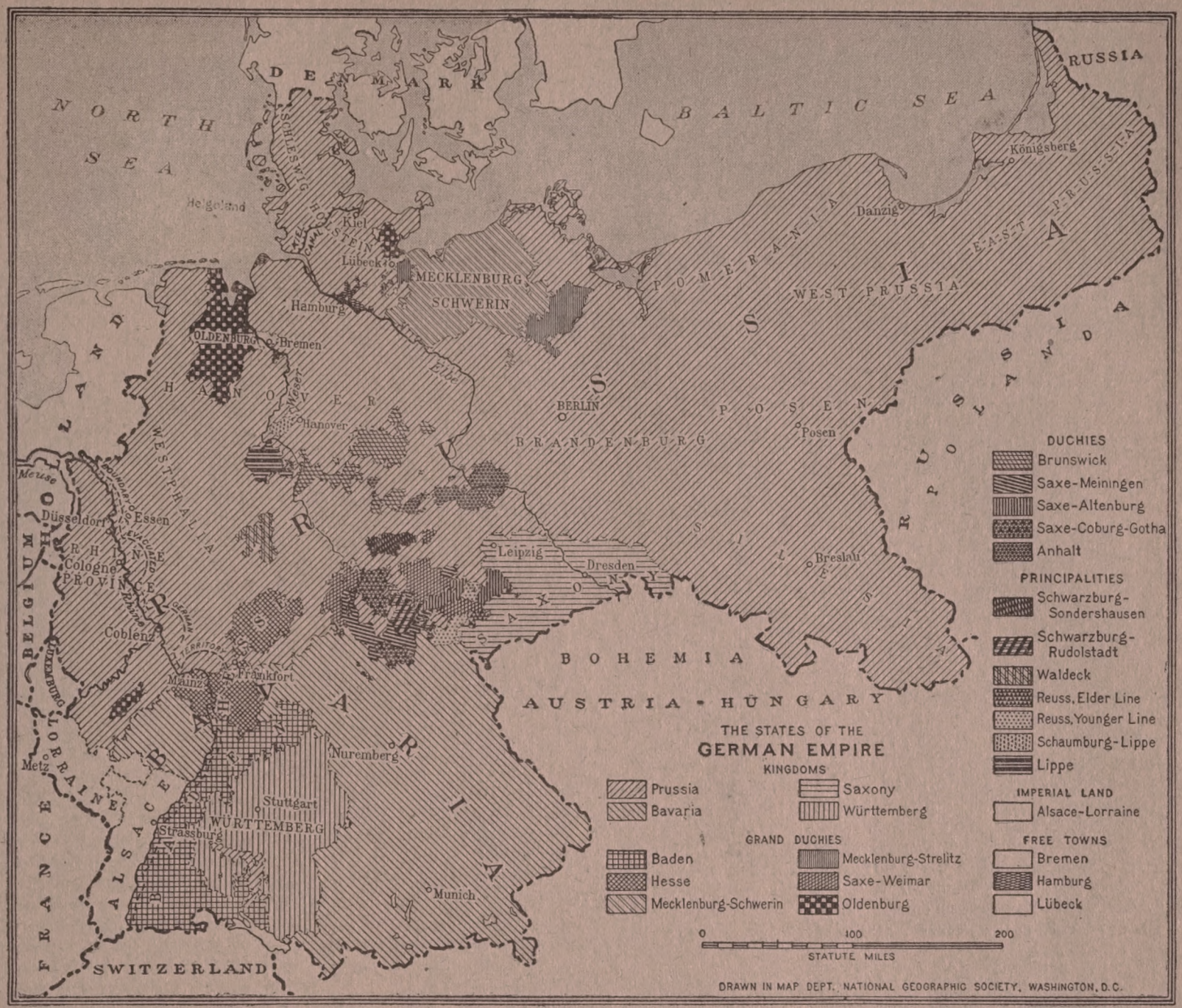

The founding of the German Empire was practically the work of Prince Bismarck, who became chief minister of Prussia in 1862. His reliance, in his own phrase, was upon "blood and iron" and not upon "speeches and resolutions in parliament." By skillful diplomacy Bismarck precipitated war with Austria in 1866, in which Austria was joined by Bavaria, Württemberg, Baden, Hanover, Hesse-Cassel, and other German states. Austria was defeated and was forced to give Prussia a free hand in reorganizing Germany. Schleswig-Holstein, Hanover, Hesse-Cassel, Nassau, and the free city of Frankfort were annexed to Prussia. This was not merely without a popular vote of the peoples of these territories, but against their expressed desire. A North German Confederation was then formed, under Prussian leadership, of all the German states north of the river Main.

To complete German unity Bismarck held that a war with France was necessary. By adroit maneuvering, which included the falsification of a dispatch, Bismarck tricked France into declaring war in July, 1870. In this conflict the whole of Germany sided with the North German Confederation, and as a result of the sweeping victories obtained, the Confederation was, on January 18, 1871, transformed into the German Empire.

At the outbreak of the present war, the Empire had an area of 208,825 square miles and a population of over 67,810,000. About three-fifths of this area and population belonged to the Kingdom of Prussia. The remaining two-fifths was divided into 24 states and one imperial territory (Alsace-Lorraine), as indicated on the above map. The separate states had a measure of local self-government, but the Empire as a whole was controlled largely by Prussia. This was due, not only to the size of Prussia, but because the constitution of the empire was framed to that end. The King of Prussia was *ex officio* emperor, and as such was commander-in-chief of the army and navy, had charge of foreign affairs, declared war, made treaties, and appointed all the higher officials. In the lower house of parliament, or Reichstag, Prussia had 236 votes out of a total of 397. In the upper house, Bundesrat, Prussia had 17 votes out of a total of 61. These are merely samples of arrangements by which the whole government of the empire was practically controlled by the militarist state of Prussia.

Aside from the great disparity in size between the different states, their diversity in rank, their irregular character, and their possession in many cases of outlying parts are features to be noted in the above map.

GERMANY IN REVOLUTION

(Continued from page 1)

known as the "Spartacus Group" bitterly opposes the calling of a national assembly at this time. Their leader is Dr. Karl Liebknecht, who was imprisoned for many months by the imperial government on account of his opposition to the war. While the revolution is still on foot, they wish to force radical economic changes, such as nationalization of the land, and state seizure of the banks and industries. The sympathies of this group are with the Bolsheviki of Russia, and like them they wish to establish—temporarily, at least—a dictatorship of the proletariat, or working class. Changes should be made immediately, so as to be irrevocable. The Council of People's Commissioners maintain that everything should be left to the permanent government established by the national assembly.

Innumerable soldiers' and workers' councils have sprung up throughout Germany. This has been especially true of the large industrial and commercial cities of northern Germany. In Berlin, there was even some question for a time whether the executive committee of the local soldiers' and workers' councils might not seize the authority of the Council of People's Commissioners. At present there seems little likelihood that such a plan can succeed. A general congress of soldiers' and workers' councils was summoned for December 16, to discuss the calling of the national assembly.

The former Progressive and National Liberal parties of Germany have united to

form a new democratic party, made up largely of the middle classes. This new party seeks to guide the revolution in a more moderate direction than that taken by the socialists. Its leaders are confident that they will receive cordial support at the polls, and therefore they have been urging the speedy holding of the national assembly. Many of the adherents of this new party live in the non-industrial and southern parts of Germany.

Separatist Movements

Separatist movements also have manifested themselves in Bavaria, Baden, Silesia, and the Catholic Rhineland. Resentment at the dominant position of Prussia in the old empire, particularly on the part of Bavaria, is a strong factor in this South German separatist movement. In the province of Posen the Poles have seized the opportunity to take over the government, and are planning to join their fellow countrymen of Russia and Austria-Hungary, in the new republic of Poland which will be set up by the peace conference. On the other hand the Germans of Austria are knocking at the door of the new German republic, asking for admission.

Arrangements for Peace Conference

The arrangements for the peace conference in Paris have almost been completed. On November 18, President Wilson announced his intention of going to Europe, and shortly thereafter it was stated that he would head the American delegation. The other members of the delegation are Secretary of State Lansing, Mr. Henry M. White, Mr. Edward M. House, and General Tasker H. Bliss. On December 4, the President, accompanied by a large number of special advisers, sailed for France on the former German steamship, the George Washington.

OUT THERE

What did you see out there, my lad,
That has set that look in your eyes?
You went out a boy, you have come back a man,
With strange new depths underneath your tan;
What was it you saw out there, my lad,
That set such deeps in your eyes?

Strange things—and sad—and wonderful—
Things that I scarce can tell;
I have been in the sweep of the Reaper's Scythe—
With God—and Christ—and hell.

—*London Bystander.*

PERSHING PRAISES SOLDIERS

In his report to the Secretary of War, General Pershing pays a high tribute to the work among the soldiers done by the Y.M.C.A., the Salvation Army, the Knights of Columbus, the Jewish Welfare Board, and other organizations. He adds: "The fact that our soldiers, in a land of different customs and language, have borne themselves in a manner in keeping with the cause for which they fought, is due not only to the efforts in their behalf, but much more to their high ideals, their discipline, and their innate self-respect."

A LEAGUE OF NATIONS

The Outgrowth of Old Desires Joined to New Economic World Conditions— Its Formation a Necessity

The ideal of European unity is an old one, but its development into the present proposals for a world-wide League of Nations is very recent. The older plans in part were the outgrowth of vague feelings of internationalism, of a religious or philosophical character. In part, also, they were based on imperial ambitions or desires of some great state to interfere in the internal affairs of other nations, not for the good of the world order or of the peoples most concerned, but rather for the good of the interfering power. Both these motives operated in the so-called Holy Alliance, which between 1815 and 1830 sought to regulate world affairs in the interests of reaction and despotism, through the agency of a series of congresses of the great European powers.

The New Internationalism

The recent movement toward a better international order has had a sounder basis, in the best interests of all peoples; and it has come forward logically in the twentieth century, side by side with the development of nationality. This new internationalism presupposes the continuance of national states, and arises out of their contacts and common interests. It is the more evidently needed as the number of nations, and especially of struggling nations, increases. Strong nations can no longer exist in isolation, much less weak ones.

The complete breaking down of national isolation, so that every nation is now part of the whole world order, is due to new economic and social conditions, with which our political organization has not kept pace. The chief agencies in drawing nations together are railroads, steamships, telegraph lines, and other means of communication, and those aspects of industry and commerce which make for interdependence. As a result, the past sixty years have seen an increasing multiplication of agencies for international expression and action. These agencies have acted in the main intermittently and in separate fields, but the net result has been to create a marked tendency towards internationalism of thought and action in matters of common concern.

Many International Congresses

Since the holding of the first international sanitary conference in 1850, gatherings or congresses have been held, with varying frequency, to deal with such matters as statistics, sugar duties, fisheries, weights and measures, monetary standards, international posts and telegraphs, the navigation of rivers, submarine cables, private international law, the protection of copyrights, suppression of the liquor traffic in Africa, the abolition of traffic in slaves, promotion of the interests of the working classes, the advancement of international arbitration, promotion of woman suffrage, and various topics of a purely scientific, literary, or historical interest. A list which makes no pretense to completeness shows 116 such official international conferences, held under government sanction or initiative, between the years 1850 and 1907, while the list of unofficial congresses must be very much greater. It is said that in the year 1907 alone there were over 160 such gatherings, official and unofficial.

A number of these gatherings have resulted in permanently organized international bureaus, with administrative and quasi-legislative powers. Examples of these are the International Postal Union, organized in 1874; the Union for the Protection of Industrial Property (patents, trademarks), organized in 1883; and the European Union of Railway Freight Transportation, organized in 1890.

The Concert of Europe

At the same time there came to be an increased reliance for the preservation of peace between governments on the so-called "Concert of Europe"—that is to say, the attempt to settle international questions by means of concerted action of the five or six great powers, acting not so much through public treaties as through joint understandings embodied in diplomatic notes and other communications. At the close of the nineteenth century, when it was clear that the Concert of Europe was giving way to two rival alliances, the Triple Alliance and the Triple Entente, the ideal of a definite federation of Europe, such as had been advanced earlier, again revived. Societies, of which the League to Enforce Peace, the American Association for International Conciliation, and the World Peace Foundation are examples, were formed and were active in the promotion of schemes for preventing war. The Czar's proposal for disarmament in 1899, the resulting Hague Conferences of 1899 and 1907, and the establishment of the Hague Tribunal, are

THE GREATEST NEED IS NOW

Now is the crucial time. Now is the time when the facts about the war, its causes, its fiendish terrors, its treacherous outrages should be taught. "Lest we forget" should be on the walls of every schoolroom.

To call that hate is a base lie. To forget all that Belgium and France have suffered, to forget the Lusitania, the U-boat attacks on the New England fishermen and lumber schooners, the gas murders, the Zeppelin murders in London, the carrying of millions of people of Belgium and France to work in German munitions plants to make ammunition to slay their home friends, the ravishing of women of Belgium and France as a policy, is to be a party to those crimes.

Every child in an American school must know the truth. Not to know the truth is not to know the glory of America's entrance into this war.—*A. E. Winship.*

all indications of the widespread interest in this subject. Nevertheless, at the outbreak of the present war the idea of a League of Nations was regarded, probably by the great majority, as a visionary scheme. The war, however, has brought about a profound revolution in the thought of the world in respect to the whole question of war and the means of preventing it. Within four years, therefore, the project of a League of Nations has been brought within the realm of practical politics.

League of Nations Insures Peace

President Wilson has repeatedly urged the necessity of such a league as the only means of preventing the repetition of the present conflict. From the first he has made this idea the central feature of his international policy. Party leaders and responsible statesmen in most European countries have also expressed themselves as being favorable to some kind of international organization for the preservation of peace. The question has been discussed in the British House of Commons (August 1, 1918), and in addition the British, French, and Swiss Governments have appointed commissions to investigate and report on the general question of international reconstruction.

The quotations from men in different countries, given on the last page of this issue, will indicate something of the state of opinion on this subject. The formation of a League of Nations in some form is one of the chief matters to be considered by the peace conference which is now in session in Paris. Its advocates claim that it is the only sure escape from the continuance of a world in arms under compulsory military service, the crushing burden of taxes, and the perpetual menace of new conflicts, rendered so much more horrible through the further development of scientific weapons that the present war will be only a pale image of the yet more terrible struggles to come.

AMERICA GENEROUS WITH HER SOLDIERS

"The result is the largest sum ever provided through voluntary offering in the history of mankind," declared John R. Mott, Director General of the United War Work Campaign, in announcing a total contribution of $203,179,038 to support the seven voluntary organizations which are recognized by the Government to minister to the needs of our troops at home and overseas. This result was achieved in spite of the epidemic of influenza which swept the country during the campaign, in spite of the official announcement of the signing of the armistice on the opening day of the campaign, and in spite of the reports of immediate demobilization of the army. Under all these adverse circumstances, the campaign was conducted with vigor and this remarkable result was secured.

In thanking the American people for their generous response, Director General Mott said in part:

"Our men are now face to face with the three gravest tests—the test of victory, the test of demobilization, and the test of readjustment. The timely generosity of the American people makes possible the meeting successfully of these trying experiences. We can prevent the period of demobilization from becoming one of demoralization. We can make sure that the coming months, with their great vacant spaces, shall be months not of physical, mental, and moral weakening for our men, but months of character building, of growth in useful knowledge, of increase in working efficiency, and of preparation for assuming the larger responsibilities of citizenship which await them on their return to their home communities."

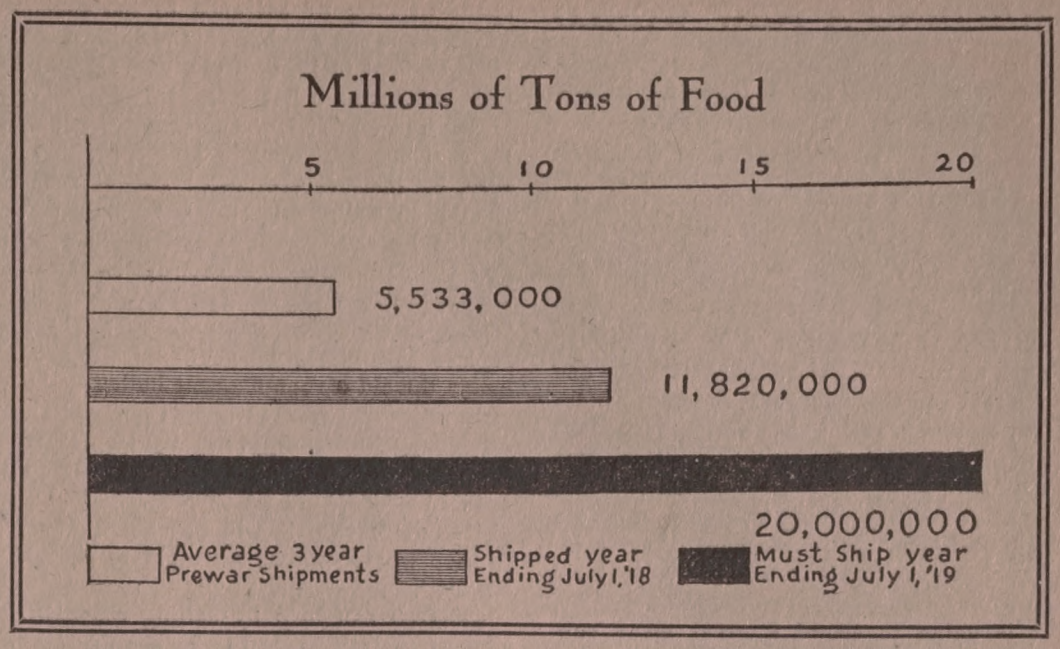

Diagram Showing Something of What America Has Done and Will Do to Help Europe

THE FIFTH LIBERTY LOAN

President Wilson, in his message to Congress on December 2, pointed out the necessity for another government loan.

He said that an immediate rapid decline in the expenses of the government is not to be looked for; that contracts for war supplies will be rapidly canceled and liquidated, but their immediate liquidation will make heavy drains on the treasury; that the maintenance of our forces in Europe is still necessary; a considerable proportion must remain there during the period of occupation and the transportation and demobilization of the others will be a heavy expense.

As Secretary McAdoo stated months ago, peace must be financed as well as war. Bringing back our soldiers from Europe at the rate of 300,000 a month will mean many months of maintenance of them at great expense. We know something of the cost of mobilizing an army of millions. Demobilizing such an army is also an expensive process.

Although peace is here, we are far from living in ordinary times and the nation faces and must meet extraordinary financial and other demands. The revenue of the nation from taxation will not be sufficient to meet these demands, large as those revenues will be. Once more the people of the nation must finance the nation with a loan.

The whole world is in process of rebuilding. Nations must be reconstructed as well as cities and villages rebuilt. The duties we owe ourselves and our associates in the war against Germany must be performed. The new conditions must be met by the United States government as well as by the individuals of the nation. We must finance peace as we financed war.

America is not a nation to relax its efforts the moment danger is past. We cannot abandon the principles and purposes our soldiers fought for and died for. We are not a nation of quitters. Peace, victory, and safety will be financed by the American people with the same patriotism they financed danger and war.

FEDERAL SCHOOLS ON ORDNANCE RESERVATIONS

The Federal schools under the direction of the community organization branch of the Ordnance Division of the War Department, were organized and in session on eight of the Ordnance Reservations when the armistice was signed, on November 11. One hundred nine superintendents and teachers had been appointed and were on duty. Five standard type school buildings were completed and occupied. Six temporary or remodeled buildings were being used by the schools. Three thousand children of school age were on the reservations, either in school or ready for admission.

The reservations having schools established are as follows: Jacksonville (Old Hickory), Tennessee; Mussel Shoals, Alabama; Penniman, Virginia; Belleville (May's Landing), New Jersey; Nitro, West Virginia; Sheffield (U. S. A. N. 1), Alabama; Point Perry (Perryville), Maryland; Amatol (Hammonton), New Jersey.

The War Department has arranged to have these schools continue under the present organization until the future status and operation of the various plants and reservations can be arranged on a peace basis. The work on the other six ordnance reservations had not proceeded far enough to justify the opening of schools, and all plans for schools on them are now cancelled.

With this change due to general peace conditions, W. G. Coburn, the director of schools, feeling that his services could be spared and that he should return to his schools at Battle Creek, asked to have his resignation accepted. C. E. Wright, who has been connected with this work since its beginning, will continue the work.

BUILDING A NEW WORLD

A Special Message to Teachers and Schools from the United States Fuel Administration

The war is over. We have tooted our horns and scattered our confetti and ridden proudly and triumphantly in the flag-draped band wagons.

The world is at peace—but *what* world is it? Not the same as yesterday, not the same as before the war. Perhaps some one has told you that the world is like a pendulum and you fancy it has swung back since the armistice into its pre-war position. But the world is not in the least like a pendulum. It is always going on and getting into new positions. It is far more like a madcap boy in the woods on a summer day, bent on explorations, adventures, and sensations. It is going to crowd a great many surprises upon us.

Of course these changes have their impulses 'way back where we scarcely see them. One of the impulses which is going to make life different from what it was before is that new habit of conservation which has entered into our hearts and ways of living. Nature had folded into the earth such wealth of food and fuel that until the war flashed the truth upon us, we refused to be frightened by any statistics. Now we realize two things: one that natural wealth can be exhausted; the other that only a small part of the actual wealth can be reached and made of value to us. A careful and economical use of what nature has given us is seen at last as a necessity. Wastefulness, after many years of fashionable popularity, has been degraded to a seat among the foolish.

Domestic users of hard coal have an excellent opportunity for economy this winter. The stocks in hand this year are, it is true, larger than ever before at this season. Nevertheless, production fell off during the influenza epidemic; and despite the high records of output in the months preceding and the efficient manner in which distribution is handled, the best way to protect ourselves against the chance of a dangerously dwindling supply in late winter is to use hard coal economically at present. The Fuel Administration recommends the combination with the usual domestic sizes of furnace and range coal of a small size, called buckwheat No. 1. This sells at a much lower price than the larger sizes and is excellent as a top-dressing at night or as a top-dressing when the fire is red hot. It should be kept in a separate bin and laid on as a clean layer, not mixed in with the other sizes. It may be used in the proportion of about one fourth and will require a little more draft than egg, stove, or chestnut.

A considerable amount of coal can be saved every month from the ash heap by sifting. There will remain in the sifter after the process small particles of black and white coal, clinkers, and stone. The stone is distinguished by being hard and heavy and can be thrown away. The clinkers should be broken open and those which are seen to contain black material (unburned carbon) ought to be placed on the floor together with the black and white particles, and sprinkled with water. This opens avenues of entrance to the carbon which flame can reach. This reclaimed coal must be kept in its own pile and used as a middle layer on a hot fire.

Gas and electricity usually are produced by coal energy. Coal is conserved, therefore, by their careful use. Vacant rooms should be unlighted, and occupied rooms lighted by those burners and bulbs which give the greatest illumination for the smallest expenditure of gas or current. For this reason incandescent gas mantles ought to replace open-flame burners, and tungsten lamps the old carbon-filament bulbs.

In cities and towns water is pumped and filtered by coal energy. Every leak, every needlessly-running stream means wasted coal. Leaks should be repaired and pipes protected so that it will not be necessary to keep water running all night to prevent freezing.

Children can help by calling the attention of their parents to the use of Buckwheat No. 1, by sifting ashes, by turning out unnecessary lights and discovering and reporting leaks. The boys and girls who do these things will be builders of the new world.

Teachers will do well to ask children every two or three days what they are doing to induce the children to help save coal.

UNCLE SAM'S BUSINESS PARTNERS

Once a year on some definite date, the business man takes stock, or inventory, of his property to find out how much his business is worth. You have all been Uncle Sam's partners in the business of War Savings and he suggests to the boys and girls of America that, on January 1, you take stock of your property. How much in War Savings stamps and Liberty Bonds do you own? Also, what books and clothing and other articles of value have you which your parents have given you? Make such a list, or inventory, of all your own property on January 1 for your own record. Discuss it with your parents at home, copying the form below for them. They will be interested also to inventory the family property which will show how War Savings have added to your family's property, or capital, during the past year, and how better to plan for the coming year.

Inventory of Family Property

Property Owned January 1, 1919

War Savings stamps owned $.....
Liberty Bonds owned and payments made $.....
Money in hand and in bank $.....
Property, as house, furniture, life insurance $.....

Total value of property $.....

Debts January 1, 1919

Accounts owed at stores, or elsewhere $.....
Notes and Mortgages owed $.....

Total Debts $.....

Net capital, total value of property less total debts $.....

STUDENT ARMY CEASES

Statement Concerning Demobilization Issued by the Committee on Education and Special Training

Orders were issued, on November 29, for the demobilization of all units of the Students' Army Training Corps before Christmas.

Until the time of the signing of the armistice it was necessary for the Committee on Education and Special Training, in common with all other branches of the War Department, to act on the assumption that the war was to go on for another year or more. The signing of the armistice, however, made it necessary that the War Department should immediately discontinue all military preparations not clearly needed. There are many reasons connected with the plans of individuals and general reasons of educational policy that would make it desirable to continue the Students' Army Training Corps, but the authorities of the War Department have ruled that since the reasons are not military reasons they cannot be allowed to govern its policy.

The Committee regrets exceedingly the serious inconvenience which will be caused to individual students who have formed expectations that cannot now be realized. It is not, however, believed that the hardships suffered by such men are so serious as those suffered by other soldiers who have been forced to discontinue their education or livelihood altogether. It should furthermore be borne in mind that the Government has never undertaken to bear the expense of the education of these young men. It has been definitely announced from the beginning that the Students' Army Training Corps was created for military purposes, and that men would be continued in college only in so far as, and for such a time as, their studies in college contributed to the needs of the Army. Had the war continued, any individual might at any time have been transferred to such other military activities as might have been deemed more urgent; and the signing of the armistice has, in the judgment of the War Department, removed altogether that need for officer material which the Students' Army Training Corps was created to meet.

The Committee has instructed commanding officers to publish the following order at the last formation of each of the 562 units prior to demobilization:

"This war has been won by the united efforts of all the friends of mankind and of civilization. Comparatively few have had the good fortune to meet the enemy face to face, but the credit for the victory belongs to all who have served loyally. You were called upon to remain temporarily at your studies, because the army needed a reserve of trained leaders. You have been eager to play a more direct and exciting part in the war. Nevertheless, you have done the work required of you, which is the full duty of a soldier. You can now take back with you to your homes an honorable record of service. You have earned the gratitude of your country, and you may now devote to the upbuilding of your country and to the restoration of civilization the same soldierly allegiance and trained intelligence which fitted you for service in time of war."

THE BACK-TO-SCHOOL DRIVE

What the Teachers May Do To Help Keep in School All Children of School Age

The Children's Bureau of the United States Department of Labor, in coöperation with the Child Conservation section of the Council of National Defense, appeals to the teachers to assist in this Back-to-School drive in which 26 states have already enlisted.

In the next few months the demobilization of industries will cause many children to be thrown out of employment. Every effort must be made, not only to get these children back to school, but to keep children who are now in school from leaving. The Back-to-School Drive is also a "Stay-in-School" Drive. In this part of the campaign, especially, the teachers may be of great assistance by carrying out as far as possible the following suggestions:

1. First of all, before a child leaves school find out why he is leaving and if possible prevent the child from going to work unnecessarily. The teacher, by talking to the child and to the parents, may induce many parents to keep the children in school by pointing out that there are few good opportunities open to children under sixteen years of age; that in most cases the work they do is not educative and that they are learning little that will be of use to them in later life; that school training means better jobs and increased earnings later.

2. Make it a point to know the opportunities for employment open to boys and girls in your own locality. By securing definite information regarding the requirements for entering an industry or an occupation, the nature of the work, the wages offered, the chances for advancement, the teacher may not only be able to give practical advice to children as they leave school for work, but may be better able to make the school work of greater practical value.

3. Arrange meetings for the children and parents at which the importance of staying in school is discussed.

4. Plan separate talks for the children, emphasizing the value of an education.

5. Have the children write essays on such topics as "Why Education Pays," "The Work I Intend to Do."

6. See that no child leaves school until he first has a position. In many states the child labor law does not provide that the child first have a job before he may secure an employment certificate.

7. Study the child labor laws and inform the children regarding the requirements of these laws, and assist in their enforcement.

Teachers should take an active interest in the Back-to-School Drive and should pledge their efforts to assist the local committees to secure the attendance of every child who has not completed his elementary education, and to urge the attendance at high school of every child who has completed the elementary grades.

SALVAGING CHILDREN

The Back-to-School Drive is not an additional demand on teachers who have responded nobly already to more wartime calls than have been made upon any other profession. On the contrary, it enlists public spirited people in the practical study of the needs of all the school-age children whether in school, or not, and it makes possible in many cases the return of the good and eager pupil whom the teacher is sorry to lose.

These people want to help the school rather than unload work on the teacher. But they are asking the teachers to give them a start. They want the advice of the teacher so as to avoid mistakes in the beginning. Perhaps the work of some local committees is not yet under way. Will the teachers not in turn stimulate the committees by calling on the Child Welfare Committee for action? — *Julia Lathrop, Chief of the Children's Bureau.*

Children of the Washington Public Schools in War Savings Play

Each child wears two placards, hanging back and front. The placards are lettered on both sides and are suspended by red, white, and blue ribbons fastened so that the children may turn the placards easily. Two scenes from the little play are here presented. A third scene with the words "Will Feed the World" is provided. Copies of the play, with complete directions for presenting it, may be had free on request from The War Savings Section, Treasury Department, Washington, D.C. Ask for War Savings Play No. 11-18.

JUNIOR RED CROSS FILLS ORDERS

The signing of the peace terms will not cause Junior Red Cross carpenters to stop their work. The thundering of their hammers will only sound the more loudly now that the guns are silent. A rush of cancellations of government supply orders followed the announcement of the armistice, but the Surgeon General reaffirmed the need of the 222,000 pieces the Juniors now have on hand for the Medical supply depot. This order was to have been filled by the middle of November, but the influenza epidemic caused the time limit to be advanced to December 15. The order in detail is as follows: ambulance boxes, 2000; bedside tables, 50,000; packages of splints, 5000; bread boards, 2000; cooking utensil chests, 2000; bed occupation tables for the reconstruction division, 210; drafting boards, 322; laboratory chests, 50; table-ware chests, 1000; packages of wood veneer splints, 150,000. The Medical Corps is of course a permanent branch of the Army and one that has a constant demand for equipment.

THE NEW CALL TO HIGH SCHOOL BOYS

The United States Boys' Working Reserve is summoned to renewed effort and to greatly increased membership in order to do its part to help raise the 20,000,000 tons of food that North America must send to Europe to relieve starvation conditions among the liberated peoples there. The Food Administration tells us that sixty per cent of the burden of the world's relief from famine conditions rests squarely upon the shoulders of the United States. Last year we sent to Europe 11,800,000 tons of food stuffs. This year we must send nearly twice that amount. The farmers worked to the limit last year to produce what was shipped. They must redouble their efforts this year. Their greatest need will be a sufficient amount of intelligent farm labor. The great mass of men returning from Europe will enter the shops and mills. The boys of the Reserve will once more be needed to raise the crops, and if they do not respond, the crops are not likely to be raised. America calls to her high school boys to enroll in the Reserve and to save Europe from imminent starvation and from the disorders that always follow famine. Democracy can never be safe in a hungry world.

National School Service

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THE FUTURE OF NATIONAL SCHOOL SERVICE

With the end of hostilities many of the activities of the Committee on Public Information will cease. But the work of the schools for America today and tomorrow will go on. Some of that work will be directly related to the national tasks now facing us. In their proper solution the schools will have their part and their own readjustments to make. The coming of peace makes the work of the schools and the teachers and the message of NATIONAL SCHOOL SERVICE not less but more essential in the immediate future. This has been the burden of the letters and telegrams received from teachers and school administrators and of the cogent appeal from the president and secretary of the National Educational Association for the continuation, for the year at least, of NATIONAL SCHOOL SERVICE.

The unanimity of this appeal from those who had so considerable a part in the initiation of the periodical gives special force to their requests for its preservation. It was, however, President Wilson's quick appreciation and support that made it possible to consider plans which, if sucessfully carried out, will enable NATIONAL SCHOOL SERVICE to continue uninterruptedly on its present broad and helpful lines, serving alike the schools and all national departments and agencies.

This is the last issue which goes out under the direction of the Committee on Public Information. The conclusion of my own work with the Committee and with this periodical gives me the freedom to express for myself and for the Committee our deep appreciation of the coöperation we have had from other departments in Washington, and above all of our gratitude to the members of the editorial staff of NATIONAL SCHOOL SERVICE who have given of their time and services so loyally and generously. To prepare and publish a periodical which was to carry the Government's messages to 600,000 teachers has been a unique war-time service, which the Committee could never have performed without their aid. They in their turn have been encouraged and supported, I know, by the response which has come to them from the great body of earnest teachers.

The nation has seen anew the value of the schools and of education in a democracy. The war and the deeper meaning it has attached to America and to American citizenship have crowned the teacher with new dignity and given to the schools a new importance. As I go back to the tasks from which the war called me, I am personally glad that my work will be in your ranks as a teacher.

GUY STANTON FORD.

What the schools have suffered from the war is infinitesimal in comparison with the educational losses that the epidemic of influenza has entailed. In many communities the school work of the present half year will amount to little or nothing—and a half year from the brief period of schooling to which the majority of our boys and girls are limited cannot be lost without serious consequences to them and to the nation. There will be need for more intensive work during the remainder of the year to overcome as far as possible the set-back caused by the epidemic; but beyond this, there should be an immediate and nation-wide effort to prevent such losses in the future. School systems with adequate and efficient systems of medical inspection, including clinical facilities and the services of school and visiting nurses, have been able to remain in operation, not only without unfortunate results, but apparently with positive benefit to the health of the community. In any event, the whole problem merits the most careful investigation and the initiation of comprehensive measures looking toward a radical betterment of health conditions. A far-reaching program of health education should have a central and commanding place among the plans for educational reconstruction.

Education is the means through which democracy establishes social justice. In a democracy where majorities both think and rule, education, however fostered and guided by leaders, must be so directed as to meet the needs of all. The fact that we are rapidly approaching the time when the masses of the people will assume larger control of the affairs of government emphasizes anew the responsibility of the public schools in a democracy.

The program of education to meet new and increased demands must be comprehensive enough to promote the physical well-being of all citizens, to eliminate illiteracy, to teach the English language as the common means of communication, to prepare all of the citizens to think together and act together in the solution of their common problems, to fit all individuals for vocational efficiency and for the wise use of leisure, to cultivate democratic habits of social relationship, to develop in all a high sense of the privileges and responsibilities of citizenship, and to equalize and enrich educational opportunity throughout the nation.

FEDERAL AID TO EDUCATION

We are training boys and men to be farmers out of Federal funds, preparing to advance vocational education on a large scale, promoting the construction of solid highways within the States as part of an interstate system, subjecting the packer, the canner, and the banker to Federal supervision; surely without violation of our fundamental law we can find a way by which the Nation can know that all of its people are able to talk and read our own language. I do not suggest Federal control, but I would strongly urge Federal co-operation with the States toward definite ends.

A little money, the co-operation of the States, and of the industries of the country—and both can be had—a little money, perhaps as much in a year as we have gloriously spent in five hours in France, and the work could be done. It could be done without coercion, without trenching on the prerogatives of the State in the slightest. If we could offer help to those willing to accept it, the end would be accomplished. Make the same kind of an offer to the States for the education of their illiterates that we make to them for the construction of roads, and in five years there would be few, if any, who could not read and write in this country."—*Franklin K. Lane, in the Annual Report of the Secretary of the Interior, December, 1918.*

SCHOOLS HELP COLLECT SOURCES OF WAR HISTORY

National Education Association Urges Coöperative Effort in Making Records of What School Children Have Done To Help Win the War

What has your school done to help win the war? Be sure to put this story on record while the facts are fresh in mind. Owing to the importance of the history of the war work of teachers and schools as a part of the story of coöperation in the world war, the National Education Association urges that every county and city school system, every normal school, college, university, and other institution of learning of the United States, prepare and print a concise summary of its war work activities. Each educational unit is requested to place a copy of its story in the local library and to send a copy to the National Education Association to be placed in the archives at Washington.

With all this original source of material at hand, showing the enthusiastic coöperation of the various school units with the Government, it will be possible for responsible committees of the National Education Association, the Bureau of Education, the American Library Association, the National Board for Historical Service, and other national bodies, to compile a series of valuable source volumes to be placed in each of the libraries of the country.

It is suggested that you proceed at once to make a list of the various activities in which your school has engaged. If possible state the number of pupils coöperating in each enterprise, the amount of time given to the work, the results obtained in terms of money raised, meetings held, and articles made or collected. If committees were organized, give the names of the committees, and a statement of the activities entrusted to each. Mention the names of individuals, whether teachers or pupils, who have rendered particularly meritorious service.

Make this report of war activities cooperative. In addition to using all records which have been made, enlist the services of your pupils by having them recall and record what the school has done. Explain to them why those who write the history of the war in the future will need these records in order to get at the facts. Let them see by this concrete example what the historian means when he speaks of "source material," and why accurate sources are necessary if we are to have reliable histories.

As soon as these reports are completed, they should be sent to the National Education Association, 1400 Massachusetts Ave., Washington, D.C., with any printed or typewritten matter previously issued, where they will be deposited in the archives and thus made available for the use of those who are to compile the educational history of the war. The work of collecting and of writing these reports should be completed as soon as possible and certainly by the end of the school year.

There are 281,000 schoolhouses in the United States. A committee will be appointed in connection with the "Back-to-School Drive" for each schoolhouse. If each committee will provide a scholarship to keep one child in school this year, it will mean that 281,000 children will be kept from premature entry into industry. It will cost a committee just $120 to keep a child in school for one year, a small amount in comparison with the value of an educated man or woman to the community and the Nation.—*Children's Bureau, Department of Labor.*

MESSAGES TO SEND TO EVERY AMERICAN HOME

Save food. We must send at least 20,000,000 tons of food to famine-stricken Europe this year.

Continue to save money and to invest it in Thrift stamps and in Victory Savings stamps.

Report to the nearest United States Employment Service bureau any vacancies which may be filled by soldiers honorably discharged from the Army and Navy.

EDUCATION WORK IN MILITARY HOSPITALS

America is more deeply interested in salvaging men than it is in salvaging materials. For this reason the Surgeon General's office of the War Department plans for the reëducation and rehabilitation of wounded and disabled soldiers. In this plan, education is given special emphasis as opening the door of opportunity to the disabled and discouraged soldier. Under the direction of the office of the Surgeon General, a curative workshop schedule with other educational work is now being carried out in the military hospitals of the country. This work of rehabilitation includes occupational activities such as work, play, and study in wards, shops, and classrooms, or out of doors on hospital grounds, gardens, or farms. The following shows the kinds and purposes of educational work now being carried out for the wounded soldiers:

1. Bedside occupations to draw the patient's attention from his disability and to occupy his mind. These occupations are at first diversional and entertaining but gradually become of definite vocational, economic, or social value. 2. Occupations in the ward, shop, or on the farm, to give complete functional restoration either physical or mental. 3. Ward, classroom, or farm activities and study to occupy the patient's time in worth-while work and thus develop in him the best possible mental attitude toward his disability, his treatment, and the hospital. 4. Ward, classroom, or farm occupations and study to prepare for the reëducation of those disabled men who are entitled to reëducation under the Federal Board for Vocational Education.

At the latest report, on November 15, approximately 30 per cent of the soldiers in twenty of our military hospitals were enrolled in educational service. The number of different patients in the curative work shops and other educational activities in those hospitals was approximately 4800. The aggregate enrollment in shopwork and classes by subjects is approximately 6700, distributed as follows: bedside and ward handicrafts, 990; bedside and ward academic study, 610; shopwork and industrial arts, 1230; agricultural work, 100; commercial work, bookkeeping, stenography, 920; academic subjects, 1540; curative games and exercises, 1310.

The educational staffs in charge of this work comprised, on November 15, 514 persons as follows: commissioned officers, 54; civilians in administrative positions, 20; non-commissioned officers, 166; privates, 143; occupational aides, women, 131.

Dr. L. D. Coffman, Dean of the College of Education, University of Minnesota, is adviser to the Surgeon General's office in this work.

A NEW YEAR'S RESOLUTION

The Division of Savings, War Loan Organization, of the United States Treasury, asks every boy and girl in the schools, and through them every family, to take stock on January 1, 1919, of all their war savings made up to that date, and then to make plans for their victory savings service for 1919. Copy the War Savings service form below, and take it home and enter your own savings. Plan ahead now for 1919.

War Savings Service and Enlistment

War Savings Service for 1918

War Savings Stamps bought	$.....
Liberty Bond payments made	$.....
Total War Savings in 1918	$.....

Victory Savings Enlistment for 1919

	Each week or month	For the year
Will buy Savings Stamps	$.....	$.....
Will buy Victory Liberty Bonds	$.....	$.....
Total Victory Savings pledge for 1919	$.....	$.....

Rural Schools

THE LEAGUE OF NATIONS

Have you ever read stories of the tree dwellers or the cave men? Do you remember how they always had to be afraid, how they were always on their guard, not only against wild animals, but also against other tribes who might be stronger than they? You remember, too, how the Indians were always fighting, one tribe against another. Perhaps you have read stories of King Arthur and his knights who lived in castles with moats or deep ditches all around to keep attacking enemies away, how they carried spears or battle-axes when they rode abroad, and how they were always going out to rescue ladies who had been stolen away, or to fight robber bands.

Did you ever think how differently we live? None of us carries swords or spears or pistols, and fighting is usually a very small part of our business. People have largely done away with fighting by joining together and making laws to prevent the strong who may be cruel or selfish from hurting their neighbors. We have employed policemen and set up courts and judges, and have been able to make our homes so safe that no one except very little children is afraid in the dark, and nobody has to carry weapons. So we have built up big states and nations, and most of the time there is peace in every civilized country.

But sometimes big states or nations attack each other, just as in the old days little tribes of Indians or bands of robbers fell upon other little tribes or upon defenseless people. When they do this, then we have war, and war today is the most terrible thing in the world. So people are wondering if it would not be a good thing for the nations to join together in what is called a League of Nations, so that states and countries may not have to fight any more than you or I.

OUR JUNIOR WORLD CITIZENS

The past eighteen months have been big with opportunity for the school children of America. They have become the next neighbors of Belgian children; aviation fields, camouflaged ships riding in great harbors, beautiful old world cities, European home life and customs, waving flags of many nations—all these and much more have come to be included in their ever widening horizons. They have shared in the voluntary food conservation of the nation; they have made four minute speeches to convince community audiences of the privilege and duty of supporting Liberty Loans, the Red Cross, and United War Work; they have been assigned their quota in the financial support of the great enterprise, and by self-sacrifice and patriotic efforts they have gone over the top side by side with their elders. What they have been doing and talking in school has been just what they find others talking about and working for outside the schoolhouse walls. In a word, they have been fellow citizens in a great republic pulling together in a united effort to save the civilization of the world.

Now that the dramatic and dreadful days of war are over, shall we shut these doors of opportunity in eager faces, or shall we see to it that our boys and girls are given a share in the understanding, sympathies, and activities which must contribute to the task of world reconstruction that is before us?

The Rural School's Part

Many of the activities which contributed to war must be continued in the interests of peace. The nation plans to demobilize first of all those soldiers formerly engaged in agriculture because of the world's great need of food. The rural school is especially in a position to stimulate food production and conservation by encouragement of Boys and Girls Clubs and the United States Garden Army. Through the Red Cross, there must go on relief work over half the world. Victory Savings stamps and another Liberty Loan must be sold to finance our enormous program of policing conquered areas, returning soldiers to their homes, extending credits to allied nations, and general reconstruction. Health measures already initiated must be continued and extended. The civic service of school attendance must be stressed. The progress made by the Peace Council should be followed intelligently by all the people of the nation, and by no single avenue can the general public more practically be reached than through the daily work of the public schools.

We need the school children as aides in reconstruction as we needed them in war-making, and they can only be truly educated by participation in the thought and action of these new days as in the events of the year and a half that are past.

STUDYING CURRENT EVENTS

The hundred days following November 11, 1918, will be among the most important in the history of the world. A period each day in the country school may well be given to current events, in which all the children in the room should participate. By taking one period a week from each history and geography class, and if necessary from language and opening exercises, time may be found on the crowded schedule.

Make two or three children each day responsible for telling the class of the thing in the day's news that they consider most interesting and important. Let every child have the privilege of bringing in an item of interest, whether he is specially appointed or not. Encourage class questions to increase the grasp of the events reported. One, for instance, tells that President Wilson is going to Europe to attend the Peace Conference. Another inquires what a Peace Conference is, what the President will do there. Another wants to know why the conference wasn't held in America. Lead every child to feel responsible for explanations of the article he reports.

A FOOD COMPARISON

Last Winter	This Winter
Simple Living	Simple Living
Economy	Economy
War	Famine
Wheat Substitutes	Wheat Bread
Sugar scarce or lacking	Careful use
Fats scarce	Utterly lacking in places

NEBRASKA CANNERS WIN

Ten state champion boys' and girls' club canning teams shown in the accompanying illustration recently competed for honors at the Interstate Fair at Sioux City, Iowa. Each group represented the "survival of the fittest" through contests held at community, county, and state fairs in each state. The contests, which are demonstrations of skillful canning, were all planned to further the national program of food production and conservation. Each team demonstrated the one-period cold-pack method as recommended by the Department of Agriculture.

The three girls holding the sign "Nebraska" were awarded first place at Sioux City. The two girls and the boy holding the Minnesota sign were awarded second place. Iowa secured third place.

Similar contests were held in Spokane, Wash., for the Rocky Mountain section, and at Worcester, Mass., for the Atlantic section. A national competition between the Nebraska team and the teams awarded the first prizes at Worcester and Spokane, will take place some time this winter.

CHILDREN'S CLUBS IN FRANCE

France is considering the adoption of Uncle Sam's methods of teaching better farming and home-making to boys and girls. Representatives from the French commission, lately in this country, made a point of studying carefully the methods of the Federal Department of Agriculture and the state agricultural colleges in conducting boys' and girls' clubs. Much of the information thus collected has been widely reprinted by the French press, accompanied by editorial comment expressing the view that the man and woman power of France having been depleted or disorganized by war service, France for sometim to come will be dependent in large part upon its younger population for its food supply, and suggesting the formation in France of a nation-wide system of boys' and girls' clubs patterned on those in America. It is expected that these clubs will grow staple products, such as garden produce, wool, grain and forage crops, poultry and farm animals on farms now devastated, the very soil of which must first of all be put in condition. These clubs will stimulate production by the young people of France, through organized contests not only in farming but in home enterprises, such as bread baking, garment making, cooking, and home management.

SUGGESTED FOOD POSTERS

The children will enjoy making posters to use as part of the decoration of the schoolroom in special day programs. Save These, Eat These, Home Grown Foods, Foods Grown in America, Foods from Foreign Lands, Foods for Growing Boys and Girls, Foods That Europe Needs, are suggested subjects. Use pictures cut from catalogs or from advertising pages of magazines, or silhouette pictures cut freehand or from copies. Mount them on large sheets of cardboard or on heavy paper. If desirable, let children make similar posters to take home. The first two subjects above are suggested for the primary grades, the others for intermediate or upper grades, the little children to coöperate to the extent of cutting out the pictures used. Base blackboard reading lessons or conversation lessons on the material.

WAR HISTORY OF OUR SCHOOL

The National Education Association is asking that every school make a report of the work it has done in winning the war in order that the contributions of the schools of the country may be made a matter of record. This is one way of making the nation realize the part boys and girls play in the present as well as in the future, and the importance of the school as a social agent.

This request offers a valuable suggestion for the English work of the school. Why not have a booklet made, by the coöperative work of the whole school, telling of the Red Cross work the children have done, of the money they have raised and how they earned it, and of any other share they have had in the great victory; giving the best of the four minute speeches they have made; having as illustrations copies of the posters they have designed or photographs of their war gardens or of the cans of vegetables they have put up; and including anything else they and you will think of to make a full presentation of their part in the greatest event in all history. After you decide on the subjects, have all the children write about them, and have the class choose the best to be copied for the school history. Two copies of the school history should be prepared, one to send to the National Education Association at Washington, the other to be kept as a permanent contribution to the school or local library.

SEND FOR THE SALVAGE MAN

Stop, before you throw away that bundle of rags to find out if the teacher can use it for rag rugs in the soldiers' rest rooms. In one city, cloth soaked from the backs of maps made excellent strips for rug weavers.

Stop, before you tuck away those old kid gloves too badly worn for this winter's use. The Red Cross Juniors are piecing old glove tops together to line jackets for the aviators.

Stop, before you throw into the waste basket that broken electric light bulb. It has a valuable bit of platinum on it and brass that can be used again.

Do not burn or thrown away anything of likely value until you have consulted the salvage man.

FOUR MINUTE SPEECHES

The idea of four minute speeches is too good for the schools to abandon. There has never been a better stimulus to the work of the English class than the four minute speeches afford. Here we have a real need for composition and oral expression. Here are people to be convinced, to be interested, to be stirred.

Constructive Criticism

Here is a basis for real criticism. The class is the critic. Could you hear him distinctly? Was there anything in what he said that you did not understand? Did he seem to mean what he said? Did he look at his audience all the time he was talking? What was there in his speech that more than anything else made you feel like doing all you could to help the Red Cross? What part interested you most? What part seemed dull? Why do you think this was so? How would you suggest that he could improve his speech?

Perfecting the Work

Here, too, we have a motive for doing the work over and over till it is our best. After the pupil has received the helpful suggestions of teacher and class, he will wish to work his speech over again, making changes that seem to better it, and to present it again, when he should be told if he has improved, and in what respect. Perhaps he will wish to make another and another presentation before he is satisfied that he has done his best work.

Keep Four Minute Speeches

We must keep four minute speeches as part of our English work. If our schools continue to keep in touch with community and with national life as they have done in the last eighteen months, we shall find many uses for these four minute speeches.

Primary Grades

UNCLE SAM'S VISIT TO SANTA CLAUS

It was the afternoon before Christmas. Old Santa Claus and his good wife were sitting by the fire resting after a hard morning's work.

"Well, mother," said Santa, "everything's about ready; I'll start right after supper."

"Yes, everything is done," said Mrs. Santa with a tired but happy sigh, "and I think the presents are better than ever this year."

"Well, I must say I am proud of them myself," agreed Santa, as he looked about the great workroom where shelves were heaped with toys. There were tops and drums and Jack-in-the-boxes and steam-engines, just the sort of things children have always had at Christmas. In addition there were soldier and sailor dolls and dolls dressed as Red Cross nurses and toy soldiers and tanks, airplanes, and cannon.

"I tell you, mother," he said to Mrs. Santa as he gave his knee a hearty slap, "what I like best about the toys this Christmas is that every one was 'Made in America'."

"I like the sound of that, too," said a cheery voice from behind him. Old Santa turned quickly to greet a tall fine-looking gentleman who had entered quietly. He wore a beaver hat, a long tailed blue coat and red and white striped trousers. The instant Santa saw who the visitor was, he sprang up and gave him a salute, while Mrs. Santa made a deep courtesy.

"I've come to see those 'Made in America' toys," said Uncle Sam.

You should have seen the soldier and sailor dolls straighten up proudly when Uncle Sam and Old Santa approached their shelf. And the Red Cross nurse dolls smiled bravely, too. Uncle Sam smiled back at them.

"I'm glad they are only toys, Santa," he said, as he examined the guns and tanks. "I hope we shall never have to use real ones again."

"I don't seem to see so many candy canes and chocolate drops this Christmas," was Uncle Sam's next remark.

"No," said Santa. "I am going to put less candy in the stockings this time. Almost all the letters I have received from the children of America have asked for fewer presents and less candy this year. Come over here, sir."

Uncle Sam followed Old Santa over to a table piled high with sheets of little green stamps.

"Why, they are my thrift stamps," said Uncle Sam in a pleased voice.

"That's what they are," said Santa. They are to go into the toes of the stockings of the children who asked for them."

"Bless their hearts!" said Uncle Sam. I knew I could count on the children of America to help me. Wish every one of them a Merry Christmas for me, Santa."

"I will, sir," said Old Santa.

By this time they had reached the door. Uncle Sam gave one more glance around the great room.

"I like your 'Made in America' toys," he declared to Mr. and Mrs. Santa as he said good-bye.

"That's a very fine gentleman, mother," remarked Old Santa. "But, come, I must be off or I'll not visit all my children tonight."

STOCKINGS

Well, I heard a funny chuckle, and I woke myself because
I was pretty nearly certain it was Mr. Santa Claus.
He was looking at the stockings that were hanging on their hooks,
And his bag was full of presents and of toys and picture books.
Yet he never filled the stockings that were dangling in a row,
But he took a lot of presents and he piled them up below.
Then he waved to me and whispered, with a twinkle in his eye,
"No, I didn't fill the stockings, and I'm going to tell you why:
There's a better way to fill them, as I know that you'll agree;
There's a little girl in Belgium, which is 'way across the sea,
And her name is Angelina; she has heaps of flaxen hair,
But she hasn't any stockings, and would like to own a pair,
For it's pretty cold in Belgium, and a friend is hard to find;
So I think I'll take your stockings, if you really do not mind."
Then I answered him politely (for I'm fond of him, because
He has brought me lots of presents) "You can take them, Santa Claus!
You are welcome to the stockings—I have more than I can use,
And you'd better take the muffler and my second pair of shoes."
So he thanked me, and he took them, and he bowed and said good-bye;
And he chirruped to his reindeer, and they galloped through the sky
While I watched them from the window; and I saw them whisk away
With a million pairs of stockings heaped and tumbled in the sleigh.
For I don't think any stockings can be half as good as those
That are keeping frost and chilblains from the little Belgian toes."

—Arthur Guiterman.

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THE CROSSING POLICEMAN

The policeman walks from the station to his place at the busy street crossing. He salutes the officer whom he relieves and looks for approaching vehicles. He signals east and west traffic to move, and motions the north and south traffic to halt. A careless driver is cautioned and at the end of the day's work the policeman returns to the precinct to report to the captain.

1. Rising.

2. Walking to crossing. Rows two, four, and six face the back of the room on the signal, *Turn*. Each two rows walk around one row of chairs. All start at once and continue in light rhythm until the starting point is reached. Ready, Walk.

3. Saluting. Briskly—One, Two.

4. Looking for traffic. On the signal, *Ready*, bend the knees and jump, landing with the feet apart and the hands on hips. Keeping the feet still, twist the trunk to the right, also turn the head to look toward the back. Face the front, then twist to the left. Right, front. Left, front. Continue alternately.

5. Signalling traffic to move. On the signal, *Ready*, raise the arms to a horizontal position at the sides, with the hands closed and the forefingers pointing. Swing the arms loosely downward, close to the body, cross and raise them in front of the chest with the elbows bent as high as the shoulders. Swing the arms downward and out to position at sides. Repeat with rhythm.

6. Signalling traffic to stop. Step forward on the right foot and raise the arm vertically with palm front. Turning toward the left, face the back of the room and sway to the left foot. At the same time, lower the right and the left arms. Continue the movement. Front, Back.

7. Returning to station. Repeat Exercise 1.

The "Crossing Policeman" lesson is planned to serve the double purpose of emphasizing one important phase of the policeman's work and to afford good physical exercise for the children.

WE'LL SAVE

We'll save our sugar; we'll save our wheat;
We'll eat less candy; we'll eat less meat.
We'll send our surplus over the sea.
We'll do our best to make men free.

—Frances Valentine.

THE RHEIMS CELLAR SCHOOL

How would you like to go to school in a cellar? That is what some of the children of France have been doing during the war. In Rheims and in some other places there were schools so near to the German lines that post office officials, for about a year after the first school was opened, refused to send postmen to these places to deliver mail. These schools were held in long underground passages and rooms lighted with lamps. The walls were hung with mats covered with light paper. Each teacher endeavored to bring some cheerfulness to these cellar schoolrooms by placing plants or flowers on the desk, pinning pictures on the wall, and erecting sheaves of allied flags.

The children themselves thought it a glorious adventure in spite of the fact that they lived in the midst of ruin and under the German guns. Day after day these children came regularly to school. Nothing was neglected. Although the schools were occasionally hit by shells, they were not dismissed during the bombardment.

Intermediate Grades

RING OUT THE OLD, RING IN THE NEW

We know more about ourselves and our schools at the threshold of 1919 than we knew when the war began more than a year ago. Camp life, here and abroad, has revealed several serious defects in the education of the young American. There is no time to lose in preparing those now with us for complete citizenship. Every disciple of Uncle Sam must be about Uncle Sam's business. He demands perfect posture, better speech, and clearer thinking. The lack in these three directions has handicapped many an ambitious youth. Let the cultivation of right habits be the teacher's job for 1919, and hereafter.

Along with these shortcomings have appeared traits of character which every teacher would do well to recognize and, insofar as she has the opportunity, to perpetuate. Our boys have shown a cheerfulness which will always stand them in good stead, and a generosity that is so needed now that nation is looking askance at nation. Best of all, perhaps, has been the mingling of the rich and the poor, the educated and the unlettered, with the resultant discovery that "a man's a man for a' that." This is the true basis for our kind of democracy.

Ring out the old bad habits and ring in the new good ones. Ring out the grumpy, the selfish, and the snobbish, and ring in the true American.

A JOURNEY TO VERSAILLES

Versailles once more looms large in history. Great men from foreign lands are there deciding the future of the world. Would you like to travel by the make-believe route and have a peep at this magnificent suburb of Paris which Louis XIV built and where his successors lived in splendor until the great French revolution? The town is dull and little, but the palace and the park are marvelous. Think, Louis XIV built all this out of money that should have fed and clothed his people! The palace is so large that it would take you three days of five hours each to pass through all the rooms.

It was in this palace at Versailles that the famous treaty which closed the American Revolution and gave America her independence was signed, and now President Wilson goes back on a similar but more gigantic task to make the whole world as free as we have been since 1783.

Come into the great courtyard and we will seat ourselves on the balustrade. From

here we can see the road on which the famished mob of men and women made their way in October, 1789, to demand bread of their king, Louis XVI. These people were as destitute as the Russians are today. At three o'clock in the morning the hungry multitude got into the palace. They demanded that the king return with them to Paris. The young queen, Marie Antoinette, was aroused from her bed. The mob beneath her windows wanted to kill her but one whose name is dear to all Americans, Marquis de Lafayette, then general of the national guard, saved her life for the time by sending her, with her little son and daughter, out upon the balcony where she could be seen from below. The furious ones cried, "No children," and Marie Antoinette pushed her children back into the room. In a moment Lafayette appeared beside her and gently kissed her hand. He was the idol of the nation. Then the fickle crowd cried, "Long live the Queen!" For the moment, Louis XVI and his wife were saved.

The Inside of the Palace

When we go inside we see the splendid rooms and corridors now filled with numbers of paintings and statues of the French, for the palace is no longer the abode of selfish kings, it is the property of the nation. There we see the famous tennis court, the cradle of French liberty (see the picture of the Tennis Court Oath); the Hall of the Bull's Eye, so called from a large oval window in the wall, which was once the antechamber where one sought an audience with the king; and the imposing Gallery of Mirrors one side of which for over two hundred feet is lined with mirrors in gilded frames. Opposite these are windows looking out upon the gardens and wonderful fountains. Suppose those mirrors could talk. The thing they would tell you to interest you most would be that in the gallery in 1871, the King of Prussia was proclaimed Emperor of United Germany. The reason that would interest you most is because that king was grandfather of the Kaiser whom the Allies have just vanquished.

But let us banish all the old things and go out on to the shaded avenues and over the lawns and up to the wonderful fountains. There we can breathe freely and think clearly of those within who are shaping the destiny of mankind.

The above facts may be used as a basis for a history lesson. Pictures to emphasize the splendor of Versailles may be obtained from the public library. Let the children write letters home to their families as if they were members of the Wilson party. Encourage each one to follow closely the events which shall take place at Versailles.

A JUNIOR LEAGUE OF NATIONS

How would you like to help form a Junior League of Nations? There are no dues, no rules, no president. Every boy and girl in the world may be a member if he is for:

Playing fair—no fouls.

Helping the fellow who is down to get back on his feet.

Sharing the good things. You know the way the boys in camp always divided their boxes from home so that every companion had a bite.

Smiling when things go wrong.

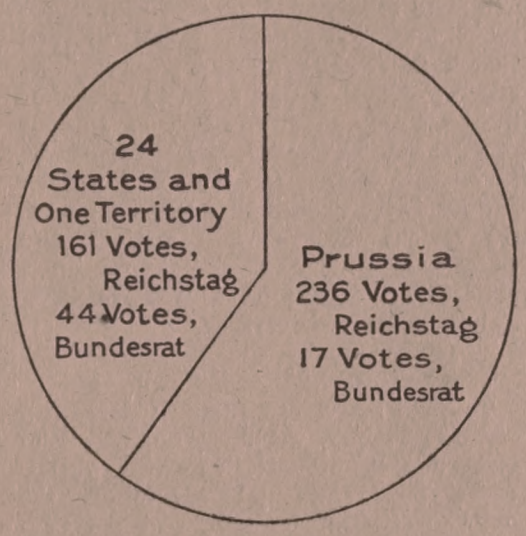
Maybe you can think of other things the Juniors will stand for. If we join the Junior League now we will be ready for the Senior League later on. That's reasonable, isn't it?

Learn this poem, and repeat it to remind you of your membership in the Junior League of Nations:

Let us join our hands together,
Form a league of love and friendship,
Form a league to help the weak ones.
We shall make a nation greater
Than the greatest of old nations,
Than the greatest of the present.

MAKE THIS CHART

Use the map on page 3. How much of Germany does Prussia occupy? See how small a territory was left for twenty-four states and one imperial territory. Draw a chart like the one below.



What does the chart tell us? Compare this plan of representation with that of the forty-eight states of America where even the smallest states have two senators each. How do we get our number of representatives?

HELP THE BACK-TO-SCHOOL DRIVE

The intermediate grades have suffered heavily from the war's demand for children in industries. The teacher will find suggestions in this number for helping the Back-to-School Drive. Remember John and Alice who left your school to go to work may be influenced to come back to school if you go to see them. If you can't do that why not write to them. Don't forget them. They need you.

THE PIPE OF PEACE

The material for this exercise is part one of Longfellow's Song of Hiawatha. The exercise may be used for reading, discussion, and dramatization.

War is over, the armistice is signed, and peace is coming. How is peace being made at Versailles? There was another way of making peace in the old Indian days. Develop the coming together of the tribes and the smoking of the peace pipe, or Calumet. Once Gitche Manito, the creator of the nations, tiring of the continual wars upon earth called all his tribes together to smoke the peace pipe. As we read the poem watch for points of similarity between the wars in Indian days and the wars of today.

The reading of the entire part one.

Reading of the poem at first silently by the children. Discuss the vivid pictures in the first part. How did the Master of Life make the tribes assemble? Who saw the Pukwana? What do prophets do? Read the prophet's interpretation of the Pukwana, making your voice rouse and warn the nations.

Begin, "Down the rivers, o'er the prairies." Read of the coming of the warriors, being sure to emphasize the great number of tribes, as many as there are nations assembling today, perhaps.

"And they stood there on the meadow." Make your reading flash out the bright picture. Be sure to show how they glared at one another, how they hated one another.

"Gitche Manito, the mighty, the creator of the nations." Find words in this part of the poem which express the kind of voice you will use when you read his speech (majestic, warning, chiding).

Read Manito's speech to his children. What did the Indians have for their own that all nations have today? Choose two lines from his words which would be splendid for us to use today.

("All your strength is in your union,
All your danger is in discord.")

What did Manito promise the people? Do you know of any phophets in Bible times? Any great deliverer in early England? Today we call such a deliverer a great man. Name some men who work just as hard as did Hiawatha or Arthur for their country's good.

"From the river came the warriors." When you read of the action of the warriors, make your voice show their eagerness. Be sure to compare the water above and below them.

Read the rest of the poem showing gratitude to the great Manito for his wonderful service to mankind.

Dramatization of the Peace Pipe may follow the reading. One pupil may read of the action while the rest of the school acts it out. Gitche Manito will speak to his warriors. The warriors must show by face and body what is going on in their minds. After the play the criticism will be based upon the power of facial and bodily expression of the tribes and the majestic, chiding, warning voice of the Master of Life.

Use "The Peace Pipe" as a model and write a play based on the present situation.

FOLLOW OUR PRESIDENT

Have at hand a map which enables you to trace the President's journey to and through Europe. Follow from the papers to see where he travels. A small red, white, and blue disk of paper may be pinned on the map to show where he is, and moved when news comes of a changed location.

The President kept in touch with Washington when he was on the ocean by means of the wireless towers at Fort Myer station. How long ago would this have been impossible? Who made the dream of wireless come true? Tell something about him. Perhaps some boy can describe the wireless, or better still, build a model of a wireless plant and explain just how it is operated.

JUST BEFORE CHRISTMAS

Remember, teachers, this is the time for saying, "I'm as good as I can be." Boys and girls who say that will have:

Clean hands and nails to keep away the Goblin Influenza.

Clean plates to put General Economy in marching trim.

Clean furnaces to encourage King Coal in his winter's task.

Clean clothes to avoid the disappearance of the Fairy, Soap.

Clean words to aid Father Time in making fine men and women.

SOME HOOVER JINGLES

Let the children write Moother Goose jingles on food conservation. It will make them think of ways to save food. These samples may start the ball:

Little Boy Blue, come, blow your horn
And tell all the people to use more corn,
To use more corn and save the wheat
So the children in Europe will have it to eat.

Jack and Jill went to the mill
To take their corn and barley.
They saved their wheat and saved their meat
To send to brother Charlie.

Little Jack Horner sat in a corner
Thinking of Hoover and food.
Though not at all handy he gave up his candy
And said, "Don't you think I am good?"

TEN RULES OF LIFE FOR MIDSHIPMEN

Locate Annapolis on the map. What great national institution is there? What do the boys become? Rear-Admiral Eberle, superintendent of the Naval Academy gives the following ten rules designed to meet the needs of those in the naval service, but the principles apply to those in military service also. Do they apply to us?

Do your day's work every day.

Strive to make 100 per cent in everything you undertake.

Obey orders cheerfully, honestly, and conscientiously.

Do your full duty on time, all the time.

Practice self-control and self-denial.

Be considerate of others. Be helpful, and cheerful, and courteous.

Don't be a "growler" or a "sea-lawyer" or a "drifter" or a "dud."

Be true to yourself, to your mess mates, to your task. Be true to the great naval service to which it is your priceless privilege to belong.

Always steer a straight course and answer with a cheerful "Aye, Aye, Sir!"

Be a man and never say die.

"Sea-lawyer" is one who is ready to tell his superiors how to run things. "Drifter" is a small boat which has no control within itself. "Dud" is a word borrowed from the western front meaning a projectile which will not explode, otherwise a "dead one."

Upper Grades and High School

THE LEAGUE OF NATIONS

In all schools, when pupils are able to appreciate the questions involved, time should be given to a discussion of the League of Nations. This will be one of the most important matters that the Peace Conference will consider.

Ancient Leagues

As a preliminary to the discussion of the topic itself, teachers should first talk about the leagues of nations which have been formed in the past. If the class has been studying ancient history, emphasize the various leagues and associations of the Greeks. In Medieval history, the Crusades will serve to illustrate the idea of a league of nations. The acts of the Medieval church in establishing the truce of God and the Peace of God acted in somewhat the same way that a League of Nations would act. The religious leagues of the seventeenth century and those of European nations at the time of Napoleon and, later, the various German confederations, and many other similar associations for international action, furnish illustrative material for modern history.

Colonial Leagues

To pupils who are familiar only with our own history, the New England Confederation, the organization of the colonies under the continental congresses, the Articles of Confederation, and the Constitution furnish instances of the association of otherwise independent communities for mutual advantage. In each case the communities had to give up some of their rights in order to get certain advantages.

Lessons of the War

Finally the coöperation of the Allies and this country in the present war should furnish precedents for the solution of similar problems when a League of Nations is formed.

In discussing the formation of the league, the teacher may have the different pupils suggest sacrifices that different nations might have to make in order to bring about such a league. The different methods of coercion possible will furnish material for discussion. Finally a consideration of the alternative to the league, the constant threats of a greater and more terrible war than the one just ended, should be definitely brought to the attention of the pupils.

BEGINNINGS OF THE WAR

Lesson I.

With geographies open, recall the fact that Slavs inhabit Serbia and Montenegro. Have the pupils point to the southern portion of Austria-Hungary bordering on the Adriatic Sea as far north as Pola. State that most of the inhabitants of this region belong to the Slavic race, near kinsmen to the Serbs and Montenegrins. Recall also the dates of the Balkan Wars (1912-1913). Notice two points with reference to Serbia: (1) her increased territory and (2) her comparatively exhausted condition as a result of these wars and her unfitness for war with a larger and stronger neighbor.

Austria's desire to crush Serbia in 1913. The attempt blocked by Italy and Germany. Italian refusal to join in an offensive war as contrary to the terms of the Triple Alliance, and Germany's refusal based on her own unpreparedness for war.

Development of secret revolutionary societies of Slavs in Serbia and southern Austria-Hungary. The purpose, to secure the union of Serbia and southern Austria-Hungary. Underlying motives (1) to secure political rights for the Slavs in southern Austria-Hungary and (2) to secure an outlet to the Adriatic Sea for Serbia.

The assassination of the heir to the Austrian throne, Archduke Francis Ferdinand, and his wife, June 28, 1914, at Serajevo in Austrian territory, by a Slav who was an Austrian subject.

Austria's opportunity for war. The attitude of Italy and Germany; Italy's refusal as before; Germany's readiness.

At this point begin the construction of a blackboard outline:

Germany's Responsibility. (1) German preparedness: navy, army, air craft, supplies, enlargement of the Kiel Canal. (2) The Potsdam Conference, July 5, 1914. "Everything is ready." (Point 2 to be left unfilled until after Point 2 in next heading.)

Austro-Serbian Question. (1) Austria's attempt at war on Serbia, 1913; attitude of Italy and Germany. (2) Assassination of the Archduke, June 28, 1914. (3) Ultimatum of Austria to Serbia, July 23, 1914

The policy of the United States Employment Service is to discourage all children under 16 years of age from leaving school to enter industry.

In the placement of any child this Service will conform to the Federal regulations with regard to the employment of children. In States where the age and hour standards prescribed by State laws are higher than federal standards the policy will be to conform to the requirements of the state law.

In placing children in industry every effort must be made to place them in suitable positions and to investigate the conditions under which they will work.—*United States Employment Service, Department of Labor.*

(time limit—48 hours). Ten points, the most important points were (a) Serbia was to break up all revolutionary societies, (b) to suppress all newspapers in sympathy with the Jugo-Slav movement, (c) to permit Austrian officials to enter Serbia in order to punish those who aided in the assassination, a reflection on the honor of Serbia. (4) Serbia's answer (a) accepted eight or ten points, (b) offered to refer the two other points involving the nation's honor to a European council. (5) Austria rejects Serbia's offer and declares war on Serbia, July 28, 1914.

Lesson II.

Continue the blackboard outline used in Lesson I.

Proposals for preserving peace: (1) The work of Sir Edward Grey. (a) A conference at London suggested to review Austrian demands and Serbia's reply. The proposal accepted by Russia, France and Italy, refused by Germany. (b) The proposal for mediation by any method Germany thought reasonable. Germany declined to suggest any method. (2) Russia's attempts. (a) Telegram from Czar to the Kaiser, Austro-Serbian problem to be submitted to the Hague Tribunal. (b) Two proposals by Russia that she would not enter into any conflict if Austria would modify her ultimatum on the two objectionable points until a European council could act upon them.

Mobilization of Troops. (1) Austria against Serbia. (2) Russia (July 31, 1914), not against Germany, but against Austria to protect Serbia. (3) Germany against Russia. France allied with Russia thus brought in.

German ultimatums and declarations of war against Russia and France. (1) Ultimatum to Russia, midnight, July 31, 1914. (a) To suspend military measures within 12 hours. (b) Russia's failure to demobilize under threat. (c) Declaration of war by Germany, August 1, 1914. (2) Ultimatum to France, answer demanded within 18 hours. (a) Questioned France as to attitude in case of war between Russia and Germany. (b) Answer—"France will do what her interests dictate," followed by French mobilization, August 1, 1914. (c) Declaration of war by Germany, August 3, 1914.

Emphasize German responsibility for the war. (1) Her preparedness, (2) her dilatory or negative attitude toward all proposals for peace.

SALVAGING AND SAVING

The new problem of our people is that of adjusting themselves to the new conditions resulting from the shifting of industry and man power to a peace basis. Already many thousands of workmen and workwomen have been laid off from war work. If there is a peace job for every war worker and for every home-coming soldier, it will pay lower wages than were paid for war work. If there is a shortage of places, there will be an intense competition for them which will result in a still further lowering of wages.

There is only one way to prepare for the new emergency. That is to save and to salvage. These two words, originally meaning the same thing, now have different meanings. To *save* is not to spend or to use. To *salvage* is to use to the uttermost.

All the millions of fighting men in all the countries want to change their soldier uniforms for citizens' clothing. This will take all the surplus wool for a year, and the price of woolen goods will continue to be high.

Shoes must be repaired again and again, for leather is scarce, due to the shortage of cattle in all countries. The population of the United States has increased 20 per cent in the past ten years and the number of cattle has increased only 2 or 3 per cent.

We have watched the prices of metals jump to two or three times their before-the-war value. It will be at least a year before a full supply of some of these metals is available. Don't use metals in a way that does not get the full use out of each ounce. Don't leave farm machinery in the open. Keep iron fences and other exposed metal fixtures of your home well painted to keep them from rusting. If there is any waste metal around the house salvage it by selling it to the junk man, whose business

it is to see that it goes to some factory that can again put it into usable shape.

Schools can do much in salvage work of this sort, and at the same time accumulate a fund to use for Red Cross or other school purposes. The teacher should appoint a committee of pupils to look after the collection, storage, and sale of each sort of junk. Waste paper brings different prices according as it is newspaper, magazines, or books, or pasteboard. These different classes should be bundled and sold separately. Waste rubber and metals bring good prices. If the school is not in a town where there is a junk man, arrangements may be made to store the waste until the pupils have gathered a quantity large enough to send to the buyer by freight or truck.

THE SOLDIER'S SONG

So it's home again, and home again, America for me!
My heart is turning home again, and there I long to be,
In the land of youth and freedom beyond the ocean bars,
Where the air is full of sunlight, and the flag is full of stars.

—*Henry van Dyke.*

WAR AIMS AND PEACE PROGRAM

"America's War Aims and Peace Program" is the latest number in the War Information Series published by the Committee on Public Information and distributed free upon application to its offices in Washington, D.C. This pamphlet contains all of President Wilson's utterances with reference to peace, the more important statements coming from the Allied and enemy states, the negotiations leading up to the German armistice, and the armistice provisions. The appendix contains a valuable discussion of the development of the idea of a League of Nations.

A STORY OF BELLEAU WOOD

A French officer who commanded a body of French troops fighting fiercely and almost hopelessly in Belleau Wood near Château-Thierry, since then officially designated by the French Government as the Wood of the Marine Brigade, told me that when they had arrived almost at the point of total exhaustion, suddenly the Americans appeared rushing to the rescue. One of the American officers hurried up to him, saluted and said in execrably pronounced French just six words: "Vous-fatigues, vous-partir, notre job." "You-tired, you-get away, our job." And right nobly did they do their job.—*Otto H. Kahn.*

ENGLISH IS HIS DUE

"Many millions of people in America are reached through papers printed in some foreign language," says Secretary Lane. If your school includes even one foreigner, can't you give him some special work in English? If every teacher in the United States helped one student to learn the language of his adopted land more than a half million foreigners a year would be on the road to reading at the common library table and thinking real American thoughts.

WASTE IN LUXURIES

So eminent an authority as ex-President Eliot, of Harvard, has compiled the following table showing the amount spent annually for things that are more or less non-essential:

Intoxicating liquors	$2,200,000,000
Tobacco	1,200,000,000
Jewelry and Plate	800,000,000
Automobiles	500,000,000
Confectionery	200,000,000
Soft drinks	120,000,000
Tea and coffee	100,000,000
Millinery	90,000,000
Patent medicines	80,000,000
Chewing gum	13,000,000

Over five billions of dollars' waste! Do we realize how much money this is? Five billions, enough to give each man, woman and child in the United States $50; enough if put into dollar bills and placed side by side to stretch around the earth sixteen times, or almost to reach the moon.

It may be interesting to call attention to the fact that this luxury bill is almost exactly the same as the country's food bill. It is nearly five times the total amount spent on education of all kinds.

A LEAGUE OF NATIONS APPROVED

VIEWS OF LEADERS OF THE ALLIED GOVERNMENTS

"A general association of nations must be formed, under specific covenants, for the purpose of affording mutual guarantees of political independence and territorial integrity to great and small states alike."—*President Wilson, January 8, 1918.*

"The constitution of that League of Nations and the clear definition of its objects must be a part, is in a sense the most essential part, of the peace settlement itself." Some necessary conditions were stated by the President as follows: "No special or separate interest of any single nation or any group of nations can be made the basis of any part of the settlement which is not consistent with the common interest of all. There can be no leagues or alliances or special covenants and understandings within the general and common family of the League of Nations. . . . And more specifically, there can be no special, selfish economic combinations within the League, and no employment of any form of boycott or exclusion, except as the power of economic penalty by exclusion from the markets of the world may be vested in the League of Nations itself, as a means of discipline and control."—*President Wilson, September 27, 1918.*

"I think I do not mistake the current of public sentiment throughout our entire country, in saying that our people will favor an international agreement by which the peace brought about through such blood and suffering and destruction and enormous sacrifices shall be preserved by the joint power of the world."—*Ex-President W. H. Taft, September 26, 1917.*

"A court must be created to interpret the provisions of the treaty and apply them to detailed conditions. . . . There must be a commission of conciliation to settle questions of policy. . . . The Allies as a League of Nations must maintain a combined military and naval force as a police force, to restrain these children in self-government [the new republics set up in Europe] from violence, and to protect them from the possible bullying by the successors of the old imperial governments. They must maintain a police force to stamp out that enemy of mankind, bolshevism. . . . The conference in dealing with new situations is bound to lay down and elaborate principles of international law never before definitely agreed upon. In other words, the treaty of peace itself must have a League of Nations to enforce peace for half the world, with a court, a council of conciliation, a police force, and a quasi-legislative body to enact international law."—*Ex-President W. H. Taft, December 7, 1918.*

"A great attempt must be made to establish by some international organization an alternative to war as a means of settling international disputes."—*David Lloyd George, British Prime Minister, January 5, 1918.*

"A large number of small nations have been reborn in Europe, and these will require a League of Nations to protect them against the covetousness of ambitious and grasping neighbors. In my judgment a League of Nations is absolutely essential to permanent peace. We shall go to the peace conference to guarantee that a League of Nations is a reality."—*David Lloyd George, November 11, 1918.*

"During the first month or six weeks of the war I said, quoting a phrase of Mr. Gladstone's, that the 'enthronement of the idea of public right' was the best definition we could have of the ends of our war policy. And that idea, I added, could only be realized by a 'real international partnership, based on the recognition of equal rights, and established and enforced by a common will.' I venture to recall those words, lest it should be supposed that what we now speak of as the League of Nations was a mere afterthought. But there can be no question that President Wilson has done more than any statesman of the Entente to concentrate the minds, not only of his own people and of the Allies, but of neutral nations, and I will add, so far as they are allowed to hear and know the truth, of the enemy peoples themselves, upon this as our dominating and world-wide aim. It is this which, apart from, and in addition to, the special claims and special interests of this or that nationality, justifies the sacrifice which the great democracies are making of their blood and their treasure of the best resources of their manhood, of the brightest promise of their youth."—*Herbert H. Asquith, leader of the Liberal Party n Great Britain, July 4, 1918.*

"We must try to get some alliance, or confederation, or conference, to which these states shall belong, and no state in which shall be at liberty to go to war without reference to arbitration, or to a conference of the League, in the first place. Then if a state breaks the contract it will become *ipso facto* at war with the other states of the League, and they will support each other, without any need for an international police, in punishing or repairing the breach of the contract. Some of them may do it by economic pressure. This may apply perhaps to the smaller states. The larger and more powerful states may do it by the direct use of naval and military force. In this way we may not indeed abolish war, but we can render it a good deal more difficult in the future."—*Lord Curzon, June 26, 1918.*

"I will say this: If the peace of Europe can be preserved, and the present crisis safely passed, my own endeavor will be to promote some arrangement to which Germany could be a party, by which she could be assured that no aggressive or hostile policy would be pursued against her or her allies by France, Russia, and ourselves, jointly or separately. . . . The idea has hitherto been too Utopian to form the subject of definite proposals, but if this present crisis so much more acute than any that Europe has gone through for generations be safely passed, I am hopeful that the belief and reaction which will follow may make possible some more definite rapprochement between the powers than has been possible hitherto."—*Sir Edward Grey, now Viscount Grey, formerly British Secretary for Foreign Affairs; on the eve of the war, July 30, 1914.*

"The establishment and maintenance of a League of Nations such as President Wilson has advocated is more important and essential to secure peace than any of the actual terms of peace that may conclude the war. It will transcend them all. The best of them will be worth little unless the future relations of states are to be on a basis that will prevent a recurrence of militarism in any state."—*Viscount Grey, in June, 1918.*

"Largely in vain will this war have been fought and all these sufferings endured if the peoples of the world are to fall back into a state of permanent alarm, suspicion, and hostility, each weighed down by the frightful burden of armaments."—*Lord Bryce, October 3, 1916.*

"The Chamber of Deputies, the direct expression of the sovereignty of the French people, expects that the efforts of the armies of the Republic and her allies will secure, once Prussian militarism is destroyed, durable guarantees for peace and independence for peoples great and small, in a League of Nations such as has already been foreshadowed."—*Resolution of French Chamber of Deputies, June 6, 1917, approved by Senate.*

"Now that the heads of the Governments of the United States and Great Britain have pronounced in its favor, and the principle has been accepted from the tribune of the French Chamber by Premier Ribot, no one would venture to call the League of Nations a Utopia."—*Albert Thomas, former French Minister of Munitions, November, 1918.*

"In a general way they desire to declare their respect for the lofty sentiments inspiring the American note, and their wholehearted agreement with the proposal to create a League of Nations which shall assure peace and justice throughout the world."—*Allied note in reply to President Wilson, January 11, 1917.*

"All states must be pressed to join a League of Nations for the prevention of wars. This involves the complete democratization of all countries. The rules on which the league shall be founded must be included in the treaty of peace. President Wilson's four general principles of February 11, 1918, are accepted."—*Memorandum of war aims adopted by the Inter-Allied Labor and Socialist Conference, London, Feb. 3, 1918.*

NATIONAL School Service

U.S. Bureau of education DIVISION OF EDUCATIONAL EXTENSION, DEPARTMENT OF THE INTERIOR

VOLUME I WASHINGTON, D.C., JANUARY 1, 1919 NUMBER 9

COMMANDERS OF OUR ALLIED ARMIES

Brief Sketches of the Generals Whose Brilliant Deeds Won the Great War

So far as fighting is concerned, the world's greatest war is over. The Allied countries are now ringing with the praises of the heroic armies and generals who, in union with the naval commands and the statesmen at home, have achieved this result.

Marshal Foch

Foremost among the army leaders is Marshal Ferdinand Foch (pronounced "fosh"). For 40 years he has been a foremost military figure in France, and he is now recognized as one of the world's greatest generals.

Like Joffre, Foch is from the south of France, but he has little of the emotional qualities traditionally ascribed to that region. His features are those of the thinker, combining equally meditation and action, thought and will. For many years he was a professor of military strategy in, and later director of, the French war college, where he impressed his views and personality upon successive generations of French officers. His lectures on the art of war are embodied in at least two published books, and these have been valued very highly, even by the Germans. "To make war is to attack," is one of his favorite maxims. No one insists more than Foch on unquenchable courage and energy of action as well as on soundness of strategy.

General John J. Pershing, Commander of the American Armies

Foch's Brilliant Strategy

In the first battle of the Marne, in September, 1914, General Foch commanded three army corps in the French center. His despatch to General Joffre is famous:

"Outflanked on the right; outflanked on the left. Situation on the whole excellent. Am going to advance."

His daring maneuver in swinging the 42nd Division out of action in one part of the line, in order to use it in attack in another part, was worthy of Napoleon. In October and November of that year, his was the chief part in foiling the effort of the German Kaiser, in the first battle of Flanders, to break through to Calais and secure possession of the Channel ports.

On May 15, 1917, General Foch became chief of the French General Staff; and when the Germans began their great drive in the spring of 1918, he was given the supreme command of all the Allied armies on the western front. On August 16, 1918, he was made Marshal of France, the highest military honor the French republic could bestow. To Marshal Foch more than to any other person is due the credit for the brilliant campaign of the summer and autumn of 1918, which threw back the German armies and forced them to sue for peace.

Field Marshal Haig

Sir Douglas Haig, commander-in-chief of the British forces in France and Belgium, is another outstanding figure. He was born June 19, 1861, of an honorable family of Fifeshire, Scotland, and served for many

(Continued on page 2)

FIND WORK FOR RETURNING SOLDIERS

Entire Nation Enlisted to Find Employment for Honorably Discharged Fighters

With the approval of the Secretaries of War, Navy, Agriculture, Interior, and Commerce and Labor, sitting together as a Council of National Defense, the United States Employment Service of the Department of Labor, with the assistance of the state councils and their community councils, has undertaken to organize in every city and town throughout the country a bureau for the employment of returning soldiers and sailors.

A general board of control will be established in Washington, consisting of representatives of the following: the Army, the Navy, the Department of Agriculture, the Department of Labor, the Council of National Defense, the War Labor Policies Board, the War Industries Board, the Federal Board for Vocational Education, the American Council of Education, the American Federation of Labor, the American Red Cross, the Young Men's Christian Association, the Young Women's Christian Association, the National Catholic War Council, the Jewish Welfare Board, the General War Time Commission of Churches, the War Camp Community Service, and the Salvation Army.

In all communities throughout the country, community boards, operating with the community labor boards of the United States Employment Service and the community councils of defense, will be made up of the representatives of these organizations. This places upon each community the responsibility of finding jobs for its own men who are released from service.

How the Soldier Finds the Job

Under the plan of the campaign, as outlined, the soldier in the demobilization camp or on a transport will go to any welfare agent assigned to his unit, make claim of his needs for employment, and give his qualifications. The welfare agent will re-

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COMMANDERS OF OUR ALLIED ARMIES

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years in the cavalry arm of the British service. He was with Kitchener in 1898, in the advance from Egypt to Khartum against the followers of the Mahdi. He fought in the South African war (1899-1902), and also saw extensive service in India (1903-06, 1909-12). He reached the rank of major-general in 1904, lieutenant-general in 1910, and general in 1914.

When Sir John French was recalled from the chief British command in 1915, General Haig was appointed in his place. After the battle of the Somme, in 1916, he was made a field marshal. It is now reported that, in recognition of his brilliant victories in the Allied offensive of 1918, he is to be made a duke, with a grant of $2,000,000 to support the dignity of his new rank. For dogged fighting of the traditionally British sort, united with organizing and strategic abilities of the highest order, English history can boast no one superior to the present British commander-in-chief.

General Diaz, Italian Chief

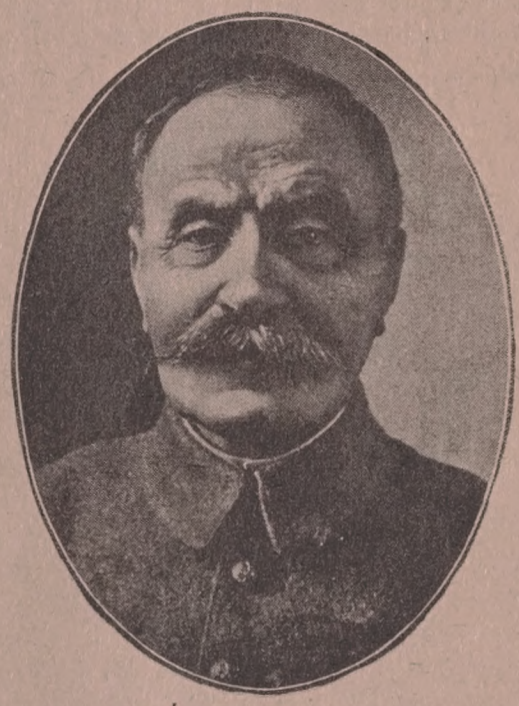
General Armando Diaz (pronounced de'äts), commander-in-chief of the Italian armies, was born in Naples in 1861. From the position of sub-lieutenant, which he held in 1891, he had worked his way up to the rank of colonel, when he was called to serve as chief secretary of the General Staff. In the course of the Italian war with Turkey over Tripoli (1911-12), he was made a major-general. As commander of a division, and then of the 23d Corps, he served in the present war under the Duke of Aosta, distinguishing himself in the operations on the Carso plateau, near the head of the Adriatic, in May, 1917.

October 24, 1917, the Italians suffered a severe defeat at Caporetto, through a surprise attack of the Austrians, preceded by a most elaborate "defeatest" propaganda, designed to break down the Italian morale at home and in the army. Following this disaster, General Diaz was made supreme commander of the Italian armies. He reorganized the forces so effectually that they not only stemmed the Austrian advance, but on October 24, 1918—exactly a year from the defeat at Caporetto—a new Italian advance was begun on the Piave river. This broke and routed the Austrian armies, captured over 300,000 prisoners and 5000 guns, and forced the Austrian command to sign an armistice, November 3, which amounted to complete surrender. By this battle, General Diaz' fame is established as a general fully worthy of fellowship with the other great leaders of the Allied cause.

Field Marshal Haig

"Black Jack" Pershing

Our own General Pershing was born in a modest home four miles from the little frontier town of Laclede, Missouri, on September 13, 1860. His father was of good descent, but at that time was a section boss on a railroad; later he was a storekeeper, a farmer, and a clerk in a clothing store. Young Pershing's earliest years were passed amid the stirring "bushwhacking" scenes of the Civil War in Missouri. When he was only 19 he taught a district school, and then attended the Kirksville, Mo., Normal



Foch, Marshal of France

School. In 1882 he took a competitive examination for appointment to West Point Military Academy, and secured the appointment. He was graduated in 1886 and was assigned to the 6th Cavalry as second lieutenant. In the early years of his service he saw hard riding and active fighting in the Geronimo Indian campaign, under General Miles. In 1893 he became first lieutenant and was assigned to the 10th (negro) Cavalry. It was because of his service with this regiment that he derived the nickname of "Black Jack," which has clung to him ever since.

Pershing's Varied Career

After serving three years as commandant of cadets in the University of Nebraska, Lieutenant Pershing was stationed as an instructor at West Point. When the Spanish War came, in 1898, he applied for and was given active service with his old regiment (the 10th); and after the battle of El Caney, in Cuba, he was promoted to be captain. He then served in the Philippines. Here he showed such

General Armando Diaz

skill, both as fighter and administrator, that, in 1906, President Roosevelt promoted him from captain to brigadier-general, jumping him over the heads of 862 officers who were his seniors in service.

General Pershing accompanied the Japanese army in Manchuria as American military observer during the Russo-Japanese War. In 1911-13, he was governor of Mindanao province in the Philippines, and put down the troublesome Moro insurrection. In August, 1915, he headed the American expedition into Mexico in pursuit of Villa, the bandit chieftain.

Pershing in the Present War

On the entrance of the United States into the European war, on April 6, 1917, General Pershing was selected to command the American Expeditionary Forces. As such he is the first American commander to lead troops in war on European soil. He was advanced from the rank of major-general to that of general, on October 8, 1917.

Owing to the necessity of creating an army on a gigantic scale for a people hitherto without a large military establishment, and of transporting and using that army over 3000 miles from its home ports, General Pershing has been confronted with difficulties greater than those of any European commander. He has surmounted these brilliantly; and his leadership of the American forces at St. Mihiel and in the Argonne Forest, equally with the conduct of the troops themselves and the military organization at their back, have won the highest praise from all quarters.

Coöperation of Subordinates and Civilians

A dozen or more other generals, in each of the Allied armies, might fittingly be mentioned, but these four are the ones who have had the supreme commands. To their energy, intelligence, and long and laborious preparation—through years of study and obscure service—is due the leadership which has been able to use, not merely the zeal and ability of their subordinates, but also the disciplined self-sacrifice of the rank and file and of civilian populations, and to bring all to a triumphant conclusion in making the world "safe for democracy."

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STRATEGY AND TACTICS

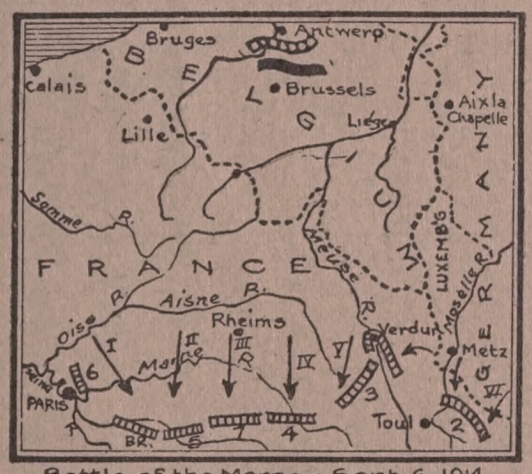
German and French Theories Contrasted in the First Battle of the Marne, and Subsequently

"Strategy" and "tactics" are terms much used in describing military operations, and often in a figurative sense in non-military matters. But how many of us can distinguish accurately between them? Still fewer, it may be assumed, would be able to describe even broadly the rival schools of military strategy which have been contending for the mastery in the great world war, now happily at its ending.

Strategy has been described as the art of directing armies in the theater of operations. Its units are armies, and its operations campaigns. Tactics, on the other hand, is the art of disposing and maneuvering troops on the actual field of battle. It concerns the movement of brigades, regiments, and companies, and takes special forms such as infantry tactics, cavalry tactics, trench tactics, and tactics of gas warfare.

Two Schools of Strategy

There are two main schools of military strategy, the German and the French. These joined issue in the first battle of the Marne, and many times since. The German theory is best stated in the writings of von Schlieffen, head of the German General Staff from 1891 to 1905. The French theory is best stated in the writings of Marshal Foch, formerly head of the French War College, and later the victorious commander of the Allied and American armies on the Western front.



Battle of the Marne - Sept 6, 1914.

In the above map the main French armies are numbered with Arabic figures; the advancing German armies (indicated by arrows) are numbered with Roman numerals. The letters BR. mark the location of the British under General French. The battle of the Marne was fought roughly in the region between Verdun and Paris. The German strategy was to turn and envelop the Allied left with the German First Army, and to break loose the French Third Army, pivoted at Verdun, with the German Fifth Army. Both attempts failed, and the German First Army in its turn narrowly escaped being enveloped by the French Sixth Army, guarding Paris.

The German Theory

The German theory finds the model of a battle and the secret of a crushing victory in the battle of Cannae, which was fought between the Romans and the Carthaginians in Italy in the year 216 B. C. The German General Staff in 1914 tried to make of the battle of the Marne a vastly magnified reproduction of Hannibal's masterpiece. It was to be won by a superiority of force on both flanks and an extension of both wings beyond the enemy's line, thus producing a complete envelopment of the enemy, a crushing victory, and the destruction or surrender of the opposing army—the "battle with no morrow." On a small scale this is the "pincers movement," of which we from time to time hear in the press. This theory involves a widely extended front, of substantially equal weight in various sections, advancing with equal speed on parallel lines, and with few troops held in reserve. It required in 1914 the violation of Belgian neutrality to get the needed length of front. It laid as much weight upon the German effort to push past and encircle the eastern end of the French main line around Toul, as it did upon the effort to push past and encircle the western end of the same line, first at Mons and later north and northeast of Paris.

The French Theory

The French theory, on the contrary, involves an attack upon the enemy by a powerful advance guard or advance army, which is to feel out the enemy's dispositions, and by fighting and if necessary retreating on its reserves is to give to its side time to fix the line of battle and to distribute its forces in the light of this information. By its retreat, also, it is to draw the enemy on to give battle under the conditions thus chosen by the defense. This theory involves the idea of massing a crushing superiority of force—infantry, and especially artillery—at some point on the line, and breaking through or pushing back the enemy at that point so as to get an attack both in front and on the flank, the usual—one may perhaps say the normal—way of winning a victory. This strategy owes much to the first Napoleon in his earlier campaigns.

German Plan Collapsed

After the German plan on the Western front collapsed, and the line of trenches from Switzerland to the sea prevented a renewal of that effort, the Germans seem to have turned to something like the French theory of heavy reserves, thrown in suddenly in order to break through. Against the Russians the German theory succeeded. Against the French and British it failed.

The strategy of Marshal Foch, on the other hand, brilliantly succeeded. It was applied in the Allied offensives which began on July 18, 1918, and which did not cease until the German armies, reeling and disordered and with lines of communication cut, were forced to sign the armistice of November 11 as the only escape from crushing disaster. It was this sound strategy of Marshal Foch, brilliantly applied and backed by the unified command, the relentless sea control of the British and American navies, the boundless resources and fighting troops of America, with the foreseeing statesmanship of President Wilson, which at length brought to naught the plans of the Central Powers.

The Germans seek to find consolation for disaster in the alleged fact that their armies were "unbeaten." When "unbeaten" armies give up the fight, it is proof positive that they recognize their cause as unworthy.

FIND WORK FOR RETURNING SOLDIERS

(Continued from page 1)

port the case to the representative of the United States Employment Service, stationed in each camp, and the employment representative will report the case to the central board in Washington. The central board will notify the state director of the United States Employment Service in the soldier's home state, as to the need of this particular man. The state director will thereupon notify the town from which the man came, that this man is returning, and that he will arrive at about a certain time, and will require a certain kind of employment. It will then be the duty of the local bureau to find for him that kind of employment.

In other words, a local bureau may be notified that there are eleven bricklayers, three automobile mechanics, and twenty-two carpenters returning to that city. If there is not employment for so many men the local bureau will notify the state director, who may be able to place those men in those occupations in their own district, or in adjoining cities or states.

Schools to Aid Local Bureaus

These local bureaus will also interest themselves in the education and the welfare of the returning soldiers, and for that reason it is desirable that wherever possible the schools of the country give whatever aid may be possible to the local bureaus. The necessity for this work is plain. Many soldiers are returning home. It is both a community and a national duty to see that as they come back everything is done to enable them to earn a livelihood in the positions where they can do the most effective work.

Coördinating the Work

In every community there are many bodies, such as churches, lodges, local branches of national women's organizations, the Red Cross, the Y. M. C. A., the National Catholic War Council, the Jewish Welfare Board, the Salvation Army, the American Federation of Labor, the War Camp Community Service, and draft boards, which are preparing to find employment for the returning soldiers and sailors. Unless the efforts of these organizations are coördinated, the work will overlap, with corresponding loss in efficiency.

The United States Employment Service is the official governmental organization charged with this coödination. It has over 1580 community labor boards throughout the country, each composed of one representative of employers, one of labor, and one of the Employment Service. It maintains over 850 offices and is assisted also by many volunteer agents. Wherever possible, teachers should coöperate with these local boards in collecting information as to vacancies which may be filled by returning soldiers.

The food supplies of the world have been steadily lessening. It is the impact of this shortage which has knocked at every door in the United States. We hold it in our power and ours alone, to keep the wolf from the door of the world. This duty is wider than war—it is as wide as our humanity.—*Herbert Hoover, May, 1917.*

INCREASED FOOD SUPPLY

Secretary Houston Commends Farmers for Their Part in Helping to Win the War

"Striking but altogether too little known and appreciated" is the part played in helping to win the war by millions of men, women, boys, and girls on farms and in organized agricultural agencies, according to the recently published annual report of David F. Houston, Secretary of Agriculture. Within the last two years, the attention of the world has been directed to its food supply. The towns and cities, he points out, are directly dependent upon agriculture. Consequently, they are taking an intelligent, constructive interest in the betterment of rural life.

Wheat Acreage Increased

For wheat and other leading cereals and for potatoes, tobacco, and cotton, farmers in 1918 planted 289,000,000 acres, an increase over the preceding record year of 5,600,000. It is especially noteworthy, the Secretary points out, that, while the acreage planted in wheat in 1917 was slightly less than that for the record year of 1915, it exceeded the five-year average (1910-1914) by 7,000,000; that the acreage planted in 1918 exceeded the previous record by 3,500,000; and that the indications are that the acreage planted during the current fall season will exceed that of any preceding fall planting.

Growth of Food Supply

Notwithstanding adverse climatic conditions in 1917, especially for wheat, and in 1918, especially for corn, the Secretary reports that only 1915 has exceeded either 1917 or 1918 in the aggregate yield of wheat and other leading cereals.

"The estimated total for 1917," he explains, "was 5,796,000,000 bushels and for 1918, 5,638,000,000 bushels, a decrease of approximately 160,000,000 bushels. But the available supplies for human food or the aggregate nutritive value will not be less in 1918 than in 1917. Fortunately, the wheat production for the current year—918,920,000 bushels—is greatly in excess of that for each of the preceding two years, 650,828,000 bushels, exceeds the five-year pre-war next to the record wheat crop of the Nation. The estimated corn crop, 2,749,000,000 bushels, exceeds the five-year prewar average by 17,000,000 bushels, is 3.4 per cent above the average in quality, and greatly superior to that of 1917."

The number of pounds of beef for 1918 is given at 8,500,000,000 pounds, as against 6,079,000,000 for 1914, the year preceding the European war; and that the total for 1918 of beef, pork, and mutton is given at 19,495,000,000 pounds, as against 15,587,000,000 pounds for 1914.

Yields of Major Food Crops

Yields in 1918 of the major food crops were as follows, according to unrevised estimates: 2,749,198,000 bushels of corn; 918,920,000 bushels of wheat; 1,535,297,000 bushels of oats; 236,505,000 bushels of barley; 76,687,000 bushels of rye; 18,370,000 bushels of buckwheat; 41,918,000 bushels of rice; 61,182,000 bushels of kaffirs; 390,101,000 bushels of Irish potatoes; 88,114,000 bushels of sweet potatoes; 17,802,000 bushels of commercial beans; 40,185,000 bushels of peaches; 10,342,000 bushels of pears; 197,360,000 bushels of apples; 6,549,000 tons of sugar beets; 29,757,000 gallons of sorghum sirup; 52,617,000 bushels of peanuts.

Striking Comparisons

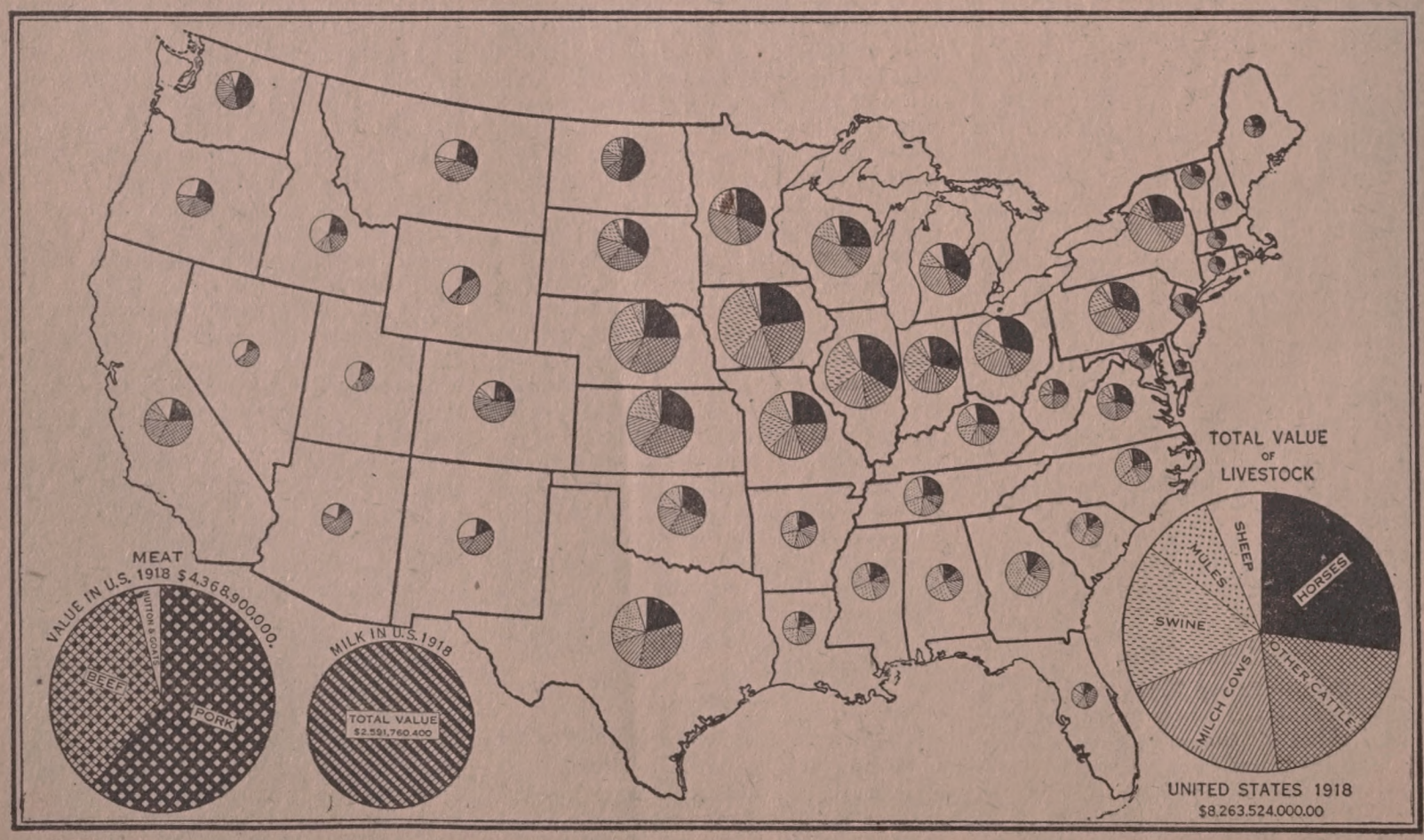
The estimated 1918 production of all the cereals, 5,638,077,000 bushels, compares with 5,796,332,000 bushels in 1917, and 4,883,819,000 bushels, the annual average in the five-year period 1910-1914. On January 1, 1918, it is estimated there were on American farms 21,563,000 horses, compared with an average of 20,430,000 in the five years 1910-1914; 4,824,000 mules, compared with 4,346,000; 23,284,000 milch cows, compared with 20,676,000; 43,546,000 other cattle, compared with 38,000,000; 48,900,000 sheep (an increase, for the first time in many years, over the preceding year), compared with 51,929,000; 71,374,000 swine compared with 61,865,000.

The estimated 1918 production of beef, 8,500,000,000 pounds, compares with 7,384,007,000 pounds in 1917; 10,500,000,000 pounds of pork, with 8,450,148,000; 495,000,000 pounds of mutton and goat meat, with 491,205,000; 8,429,000,000 gallons of milk produced in 1918 was 141,000,000 pounds more than the 1917 production; 299,921,000 pounds of wool, 18,029,000 pounds more than 1917; 1,921,000,000 dozens of eggs, 37,000,000 dozens more; 589,000,000 head of poultry, 11,000,000 more than in 1917.

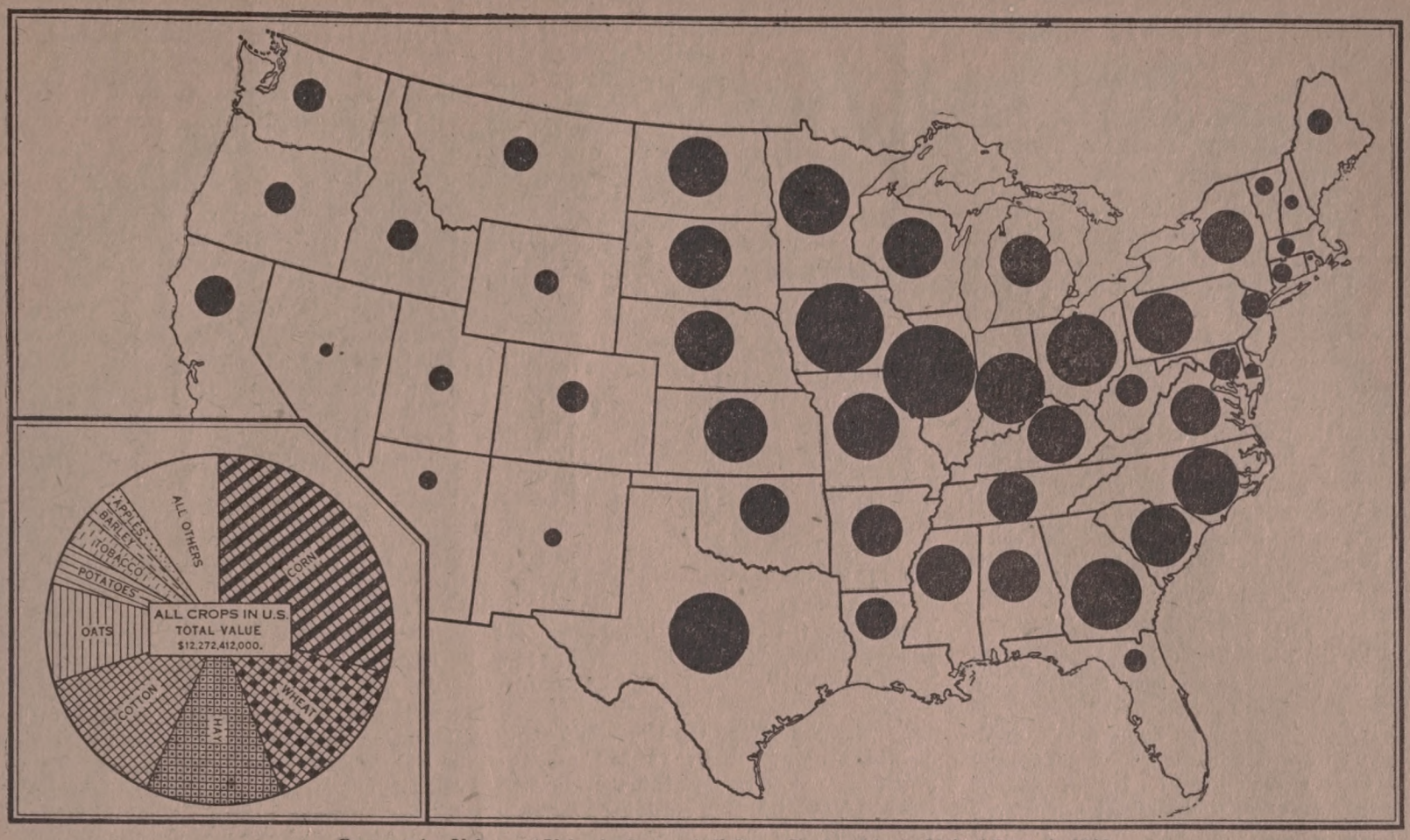
With such favorable comparisons, showing a remarkable increase in food production, the record of the American farmer is "striking" and should be better "known and appreciated."

WORLD FOOD SITUATION

A survey of European food conditions existing November 11, 1918, as reported by the United States Food Administration disclosed the following; Famine conditions in northwestern Russia, Finland, Poland, Bohemia, Serbia (including the territory westward to the Adriatic, and Armenia; food shortage approaching the famine point in Germany, Austria-Hungary, Rumania, Greece, and southwestern



Value of Meat and Milk Produced in the United States in 1918, and Value of Livestock on Farms by States



Comparative Value and Value by States of all Crops Produced in the United States in 1918

On the basis of prices that have recently prevailed, the value of all crops produced in 1918 and of live stock on farms on January 1, including horses, mules, cattle, sheep, swine, and poultry, is estimated to be $24,700,000,000, compared with $21,325,000,000 for 1917, $15,800,000,000 for 1916, $12,650,000,000 for 1914, and $11,700,000,000 for the five-year average. Of course, this greatly increased financial showing does not mean that the Nation is better off to that extent or that its real wealth has advanced in that proportion. Considering merely the domestic relations, the true state is indicated rather in terms of real commodities. The increased values, however, do reveal that the monetary returns to the farmers have increased proportionately with those of other groups of producers in the Nation and that their purchasing power has kept pace in the rising scale of prices.—*David F. Houston, Secretary of Agriculture.*

Russia (except Ukrania); serious food shortage in Switzerland, Italy, Bulgaria, and Turkey; a sufficient present food supply, but future serious in Norway, Sweden, Denmark, Great Britain, France, Spain, Portugal, and Ukrania. The world's food balance sheet in the different great groups of commodities, figured on the basis of avoidance of waste in exporting countries and on stringent war consumption in importing ones until the next harvest, is approximately as follows:

Wheat and Rye.—Sufficient supplies. The great stores in Austria, Argentine and other formerly inaccessible markets can be tapped.

High Protein Feeds for Dairy Animals.—A shortage of about 3,000,000 tons of wheat feeds and of seed and bean meals.

Other Feeds.—Sufficient supplies of oats, barley, and corn.

Beans, Peas, and Rice.—Sufficient supplies.

Fats.—A shortage of about 3,000,000 pounds in pork products, dairy products, and vegetable oils.

Beef.—The world's supplies of beef are limited to the capacity of the available refrigerating ships. There is enough beef in Australia, Argentine, and the United States to load these ships, but there will be a shortage in importing countries.

Sugar.—A shortage if the European nations increase their present short rations; otherwise, a normal supply for the United States.

Coffee.—A surplus.

The program of the United States Food Administration for the year 1919 calls for a shipment to Europe of about 20,000,000 tons of foodstuffs, as compared with 11,820,000 tons in the year ending July 1, 1918, and an average three-year pre-war shipment of 5,533,000 tons.

SPEED AMERICAN FOOD SHIPMENTS

United States Shipping Board Urges Active Transport Service in Relieving Stricken Peoples of Europe

The people of America must face the pressing problems of peace as patriotically as they faced those of war, if they heed the stirring appeal of Chairman Edward N. Hurley of the United States Shipping Board. In a recent letter Chairman Hurley asks the highways transport committee of the Council of National Defense to give all possible assistance in moving over the highways all food supplies intended for the relief of the famine-stricken peoples of Europe. The importance of the following appeal from Chairman Hurley should be made clear to every American who is anxious to help garner the finer fruits of victory:

"Our merchant marine of to-day and to-morrow will carry a message of good will to the nations of the world.

"Millions of cruelly starved folk face westward from every shore with mouths open to the promise of America. These must be fed—and then clothed—and also supplied with the other necessities of life. Our grand privilege is now here to restore life, strength, and hope to these peoples.

First Step in Relief

"Highways transport facilities at the farmers' gate and—at every farmer's gate—must immediately suggest the initial phase of overseas distribution.

"The Highways Transport Service is the first step in the great system of transportation to the sea and then on the merchant marine to the far points of the world.

Needed Peace-Time Service

"Food must begin to move soon from every hill, through every valley of the great country behind our shores, down to the shipping points, before we can start our ships from the ports and fulfill our duty; and, with the promise of the war's end before us, the highway's transport committee throughout this land could and should render a peace-time service by stimulating highways transport of nourishment and supplies so badly needed. Routes and channels from shipping points must be opened up and efficiently maintained, and our merchant marine must be built up to meet the demands for distribution overseas.

"Resistance in any form to the free movement of farm products must be reduced and eliminated.

"The United States Shipping Board urges that this message be carried through you and your regional chairmen to the State organization and on down through your great body of patriotic men whose vision can well embrace the crying need of their brothers in other lands for help."

SCHOOL FOR ALL CHILDREN

Back-to-School Drive Championed by Doctor Peixotto, Specialist in Child Welfare

"Back-to-School" is today the Government's watchword because the Government knows that illiteracy is a personal and national loss and that children at work when they should be in school forecast stunted, under-educated men and women, according to Jessica B. Peixotto, chief of the child conservation section of the field division of the Council of National Defense. The Children's Bureau and the child conservation section particularly urge that nothing keeps the next generation from their schooling, and that every energy be bent toward safeguarding the health of the growing child. It is at school that a child's healthy body is made worth while to him.

Fitting School to Child

The Back-to-School drive appeals to the teacher to join forces with the labor authorities and with the organized laity to see to it that illiteracy be reduced to a minimum. Doubtless teachers have done much in their communities to try to prevent truancy and to enforce school attendance, to limit child labor, and to adapt school curicula to the aptitudes of children. Especially those teachers who have already done something in the cause, should and will welcome this Back-to-School drive.

Handicap of Too Early Wage Work

The suggestion of the drive is that the teacher teaches young America itself the dangers of wage work before proper preparation for it and the falsity of the ambition to go to work too early. Government and school authorities all over the country agree to something like this: When a talented boy or girl is forced to leave school as soon as the law allows even in order to contribute to an insufficient family income, the Nation and the boy are equally the losers. The child himself is the first loser. He rarely overcomes the handicap of lack of education. The community is an even greater loser. Where its children lack the training that gives them their fullest skill, intelligence and healthy energy, society loses.

Illiterates Must Disappear

Better than any others, teachers know this tragic connection between quitting school early and dead-end occupations; between nerves broken by too early wage-work and broken careers. If the Back-to-School drive succeeds, more children than ever before will be brought under school influence. The teacher's opportunity widens. Therefore it is hoped that no teacher will feel this drive as an added duty thrust upon an already overburdened person. It is the very essence of the teacher's profession to be interested in the disappearance of the illiterate. The Back-to-School drive aims at nothing less.

School Increases Earning Power

The teachers of America can do at least these three definite things:

First, they can give children concrete instruction about the dollars-and-cents value of education, showing them facts such as the following taken from a table prepared by the United States Bureau of Education and quoted on page 5 of the Children's Year Leaflet No. 8. This table compares the wages of children who left the New York City schools at 14 years of age with those who left at 18 years of age:

Earnings per week of children who left school at 14, the end of grammar school.	Age	Earnings per week of children who left school at 18, the end of high school.
$ 4.00	14	
4.50	15	
5.00	16	
6.00	17	
7.00	18	$10.00
8.50	19	10.75
9.50	20	15.00
9.50	21	16.00
11.75	22	20.00
11.75	23	21.00
12.00	24	23.00
12.75	25	31.00
Total salary till 25 years of age, $5,112.50		Total salary till 25 years of age, $7,337.50

At 25 years of age the boy who had remained in school until 18 had received over $2,000 more salary than the boy who left at 14, and was then receiving over $900 a year more.

Second, teachers can tell more fortunate children about the condition of the working child, thus building a public opinion which will rebel with increasing insistence against the thought of any child being robbed of opportunity.

Third, teachers can get the school children to engage in a series of contests. They can ask the children themselves to set forth in composition the object of the drive. They can institute a competition in posters, offering a prize for the poster showing best the objections to child labor or showing what is most worth while for the Nation's children under 16. They can ask the children to prepare slogans on the reasons for school attendance until 16 years of age.

THE CHANGING MAP OF EUROPE

"Beaten upon land and frustrated upon sea, those sole surviving autocracies with which we fought broke into fragments before the mandate of an idea, and the map of Europe changed more in a few days than it had changed in centuries. The aggregating process which had gone on throughout many hundreds of years, and which had been deemed essential to national self-protection, was not only stayed, but set at naught, and nations fell into pieces like a child's picture puzzle, to be replaced in the general picture along lines of racial desire and a common culture."—*Report of the Secretary of the Interior, Franklin K. Lane.*

INFLUENZA STILL RAGES

Public Health Service Points Out Ways of Controlling the Spread of the Dread Plague

Commenting on the nation-wide reappearance of influenza, Surgeon General Rupert Blue of the Public Health Service likened the present situation to that after a great fire. He said:

"No fire chief who understands his business stops playing the hose on the charred débris as soon as the flames and visible fire have disappeared. On the contrary, he continues the water for hours and even days, for he knows that there is danger of the fire rekindling from smoldering embers.

"Unless the people learn to realize the seriousness of the danger they will be compelled to pay a heavy death toll from pneumonia and other respiratory diseases.

Common Colds Catching

"It is encouraging to observe that people are beginning to learn that ordinary coughs and colds are highly catching and are spread from person to person by means of droplets of germ laden mucus. Such droplets are sprayed into the air when careless or ignorant people cough or sneeze without covering the mouth and nose. It is also good to know that people have learned something about the value of fresh air. In summer, when people are largely out of doors, coughs, colds, and pneumonia are infrequent; in the fall, as people begin to remain indoors, the respiratory diseases increase. In the winter, when people are prone to stay in badly ventilated, overheated rooms, the respiratory diseases become very prevalent.

"Still another factor in the production of colds, pneumonia, and other respiratory diseases is carelessness or ignorance of the people regarding suitable clothing during the seasons when the weather suddenly changes. Sitting in warm rooms while one is too heavily dressed or, what is even more common especially among women, dressing so lightly that windows are kept closed, are very bad practices."

Hand-to-Mouth Infection

In a recent meeting of the American Public Health Association at Chicago, representatives from the United States, Canada, Mexico, and Cuba agreed that too little attention had been given to soiled fingers as agents in the spread of influenza.

"I was impressed," said Surgeon General Blue, "by the evidence pointing to hand-to-mouth infection as perhaps a very common means of spreading the disease. The same is true of infection spread through soiled eating and drinking utensils. One of the very interesting papers presented at the Chicago meeting described the experiences of various army camps in dealing with influenza. The evidence presented appeared to show that the disease was less prevalent in those camps where thorough sterilization of mess gear was insisted upon, than where this was not done.

"It would aid in our efforts to control communicable diseases generally if teachers would impress upon their pupils the importance of clean hands, and the prevalence of hand-to-mouth infection."

TEACHERS HELP DURING DEMOBILIZATION

Red Cross Home Service Asks Teachers to Help Give Aid and Information to Soldiers' and Sailors' Families

The Red Cross has no allies more helpful than the school teachers of the country, according to T. Bryan Deacon, assistant director general of civilian relief of the American Red Cross. Teachers make public opinion, he declares—not all of it, to be sure—but certainly a large part. As the members of a respected profession, their judgment is valued by their communities. Their words are carried by their pupils into homes of every sort. What "teacher" thinks on public questions usually takes precedence among children over ideas expressed by others. It is for this reason that the Red Cross turns to the teachers for help in getting the public to understand some of its plans for assisting our country to emerge from the war, a more wholesome and democratic place in which to live.

Helping Disabled Soldiers

One of the most important as well as the most appealing of the Red Cross plans is to help the Government carry out its program for the reëducation and reëstablishment in life of the returned disabled soldier. The Government's program provides for the most complete treatment and physical reconstruction of these men. They will be furnished with artificial limbs which the Government will keep in repair. They will have the very best opportunities for reëducation, and for placement in lucrative positions. They and their families will be supported while they are being trained. All this the Government is already doing through the Surgeon Generals of the Army and the Navy and through the Federal Board for Vocational Education and the Bureau of War Risk Insurance. The Red Cross service, while supplementary to that of the Government, is equally definite. It is caring for the man who needs assistance during the interval after he is discharged from the Army or Navy and before he becomes a client of the Federal Board for Vocational Education, a civilian department of the Government.

Caring for Families of Fighters

The Red Cross looks after the welfare of the family while the man is being reeducated and placed. It explains to the men and to the families the opportunities which the Government is offering and encourages the men to avail themselves of those opportunities and encourages the family to help him carry out his determination. And finally, the Red Cross home service committees, who are doing all of this work, are pledged to help create a general public sentiment in favor of patient, humane, and intelligent care for these men as against the tendency to make them objects of public adoration and ill-advised petting for a little while, after which comes the inevitable reaction of neglect and dependency. By becoming informed on this subject, each teacher can help tremendously to combat the latter tendency and thereby do a real service for the Government and for the men who deserve the best at our hands.

Fitting Returned Men to Jobs

The Government has not only made plans for taking care of the disabled soldier, but for the able-bodied man who comes back and finds that he needs to seek employment. The Red Cross home service is cooperating in this employment service just as in the work of caring for the disabled men.

Health Service for Fighters' Families

The Red Cross home service for soldiers and sailors and their families consists also in building up the health of those families so that the family will resume life after the demobilization period in a physical condition as good as or better than when the war began.

With the growing appreciation that individual health depends very largely upon the effectiveness of public health measures, the home service folk are interesting themselves more and more in helping public health officials reach the people who need to be taught. The home service visitors are teaching soldiers' and sailors' families how to care for the babies, how to prevent the spread of contagious diseases, are encouraging them to remove physical defects, are showing them how to prepare food nutritiously, are teaching them what their rights and duties are under the laws for the protection of public health, and are bringing he lthful and relaxing recreation into their lives.

Home service is, at bottom, teaching, not formally or in schools, but a kind of home instruction in practical every-day matters in which every home ought to be instructed, but in which many are not. The teachers of America can do much by cooperating with home service units in bringing information and assistance to soldiers' and sailors' families.

TWO VIEWS OF GERMAN FRIGHTFULNESS

A French View

Eager as they were to meet the enemy, they did not know when they arrived the enormity of his crimes. That they might know how the German armies make war it has been necessary that they see towns systematically burned down, mines flooded, factories reduced to ashes, orchards devastated, cathedrals shelled and fired—all that deliberate savagery, aimed to destroy national wealth, nature, and beauty, which the imagination could not conceive at a distance from the men and things that have endured it and today bear witness to it. . . . Should this guilt remain unpunished, could it be renewed, the most splendid victories would be in vain.—*President Poincaire, at a luncheon in honor of President Wilson, Paris, December 14, 1918.*

An American View

Never before has war worn so terrible a visage or exhibited more grossly the debasing influence of illicit ambitions. I am sure that I shall look upon the ruin wrought by the armies of the Central Empires with the same repulsion and deep indignation that they stir in the hearts of the men of France and Belgium, and I appreciate, as you do, sir, the necessity of such action in the final settlement of the issues of the war as will not only rebuke such acts of terror and spoiliation, but make men everywhere aware that they cannot be ventured upon without the certainty of just punishment.—*President Wilson, in responding to an address of welcome by President Poincaire, Paris, December 14, 1918.*

SOLDIERS NEED BOOKS

No fewer than two million books have already reached our soldiers overseas through the Library War Service of the American Library Association. Nearly four million books have been donated for use in camps and cantonments. Many more books are needed. Thousands of copies of the best books of fiction are wanted at once. The teachers, through their schools and communities, can help meet the need.

With the signing of the Armistice, new problems arise in connection with the Library War Service. Thousands of the men are returning; but other thousands will remain for periods at present uncertain. They will be likely to be restless, and if they are not usefully occupied, their morale may be seriously impaired.

The War Department has recognized this prospect and has given its sanction to a scheme of instruction for the soldiers, largely in vocational subjects, proposed by an army educational commission initiated by the Y.M.C.A. Under the plan thus proposed, the huts of all the Welfare organizations will be used as classrooms, the instructors furnished largely from the forces themselves, and textbooks supplied.

The task of furnishing the reference collections needed to supplement the textbooks, and the expert library service incidental to their use, fall to the American Library Association. The Association will expend the funds entrusted to it for the purchase of reference books, but it still looks to the public to supply the recreational literature needed. Let every school do its part to help. Books collected at school should be sent to the nearest public library. If there is no public library in your vicinity, notify Frank B. Hill, 124 E. 28th Street, New York City, and instructions will be sent for shipping the books without cost to you.

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PROBLEMS OF RECONSTRUCTION

With this issue NATIONAL SCHOOL SERVICE passes to the Division of Educational Extension of the Department of the Interior. The staff and the general policy of the publication remain unchanged. It is in this fact chiefly that the new director finds his warrant for hoping that in its changed relations NATIONAL SCHOOL SERVICE may maintain the high standard of excellence achieved under the guidance of its former director, Dr. Guy Stanton Ford.

The ending of the active stage of the war alters somewhat the scope of this periodical. There are still war messages of the Government to be transmitted to the schools, such as the need for large production and saving of food, the continuance of thrift stamp and Liberty loan campaigns, and the generous support of the Red Cross and other agencies ministering to our victorious soldiers and sailors at home and abroad. New problems, however, arise with the approach of peace, and to the solution of these also the schools must lend their aid. The rehabilitation and placement of our returning soldiers; the reclamation of waste lands as a heritage with which to endow them; the furtherance of measures of our Government to prevent the recurrence of the scourge of war; above all, active aid in support of movements to assist our "melting pot" in casting out the slag of alienism and disloyalty, and fusing foreign born and native born in a single, homogeneous, progressive American stock,—these are some of the new "national services" for which NATIONAL SCHOOL SERVICE bespeaks the active aid and support of the schools of America.

The Division of Educational Extension is a new branch of the Department of the Interior, under the Bureau of Education. In addition to publishing NATIONAL SCHOOL SERVICE the Division has for its purpose the direct service of the public in educational ways, and especially through coöperation with state university extension organizations in making more available the publications and other educative resources of the Government which are less widely known than they deserve to be. In both undertakings it asks the active aid of the 600,000 teachers of America, to whom this periodical is addressed.

J. J. PETTIJOHN, *Director,*
Division of Educational Extension.

A reconstruction slogan: "Back to the School!"

If waste and prodigality are unpardonable in times of war, it does not follow that they become virtues with the advent of peace. The waster is never less than a parasite upon society. Needless extravagance never was and never will be a virtue merely because it "puts money into circulation." The war has forced home some of the elemental truths of economics. The schools can see to it that the recognition of these truths does not lapse with the return of peace.

The American people are idealists by both temperament and tradition. It was idealism that led them to espouse the cause of Cuba against Spain. It was idealism that refused a punitive indemnity from China at the close of the Boxer rebellion. It was idealism that welcomed the Chinese students to American educational institutions as a substitute for an indemnity, and laid the basis of an enduring friendship between the two great republics of the Far East and the Far West. It was idealism that sent two million men to France and made quickly possible a democratic victory. It is the idealism of the American people that today gives to President Wilson his commanding influence in the councils of the allied and associated peoples. Among nations as among individuals, repeated acts that are consciously consistent with ideals have a cumulative effect. They make for the integrity of national character. Every boy and every girl in our schools should know how and from what motives the nation is acting—should thrill with a new strength and a new pride when the act is right, and feel his or her share of the shame if the act should chance to be wrong.

Many if not most of the shortcomings of American education are due to the fact that the public schools are essentially local institutions. Owing to the inequalities of wealth, many communities are unable to support good schools. Other communities, although comparatively wealthy, are satisfied with low standards. The result is a wide variation of educational opportunities not only among different parts of the country, but also among the different communities of each state and even among different districts within the same county. We are beginning to see that the educational backwardness of any single community is a matter of concern, not only to that community, but to the nation as a whole. Generally speaking, it is the schools of the sparsely settled districts that have suffered the most from the narrow "neighborhood" conception of educational responsibility. From the national point of view, it is these village and rural schools that are the most important, for in them more than one half of the citizens of the next generation are enrolled, and the great majority of these future voters will have no schooling elsewhere.

Teachers everywhere, whether in rural or urban schools, will do well to join in a concerted effort to make one of the first great steps in educational reconstruction an immediate and thoroughgoing solution of the rural school problem. Surely our great democracy will not rest content until these glaring inequalities have been corrected.

THE PEACE CONFERENCE AND THE SCHOOLS

During the time that the Peace Conference is in session, teachers are urgently requested to give some time each week to discussions of the peace problems.

It is strongly recommended that these "peace lessons" be given a definite recognition in the class schedule or daily time-table in order that the pupils may think of them as part of the regular school work.

Every effort should be made to impress upon pupils of all grades the fact that they are living now through one of the most important periods of the world's history.

RURAL SCHOOL PROBLEM

Country Schools to be Aided by Federal Grant, is the Plea of the N. E. A.

"The Emergency in Rural Education" is the title of an interesting pamphlet just issued by the National Education Association, Washington, D.C. It shows that although 62 per cent of the total school enrollment of the country is in the rural schools, the average school term is but 137 days, or less than seven calendar months; salaries are much lower than in cities; and the equipment, including buildings, grounds, furniture, and apparatus, is generally poor. In all these respects not merely are our rural schools worse off than the schools of the cities, but conditions are worse also than in most European countries.

Rural Schools Need Strengthening

"The weakest link in the chain of the nation's education and civilization," say the authors of this report, "is the rural school. It must be strengthened, let the cost be what it may. If the rural school fail, rural civilization will fail; if rural civilization fail, American civilization will fail." Extensive readjustments in rural education are called for, so that it will better minister to economic needs, to social needs, and to spiritual needs.

Minister to Economic Needs

"The need was never before so great to teach the country folk how to make the most of these three great sources of wealth —soil, plant, and animal.

"Should not country boys and girls be taught in country schools by teachers prepared to teach them the simple principles of soil conservation, of fertilization, of tillage and drainage, and their practical application to efficient farming? Should they not be given a knowledge of plant life and of its adaptation to soil and environment, and of how to grow plants and to handle them most profitably? Of animals, how to keep them, how to care for them, and how to get the most out of them? How much time does the country school give to the study of these—how much does the country teacher know about them?

"Health, food, raiment, shelter—these are the elemental needs of life everywhere. They are more easily supplied in the country than elsewhere, and yet, on the whole, more poorly supplied there. How much does the country teacher know about these essentials? How much does the country school teach about them? Sanitation, food selection and preparation, canning, sewing, dressmaking, millinery, home-making, and decoration should have a place in the education of the country girls in the country schools."

Social and Spiritual Needs

Further, the rural schools must minister to the social needs of the community. "Good houses, good churches, good schools, good roads, good vehicles, good clothes, modern conveniences, and all other things that reduce drudgery, break up the isolation, add to the sociability, the comfort, the beauty and attractiveness of country life, cost good money, and the country boys and girls must be taught in the country schools how to make it out of soil, plant, and animal, and how to use it for the enrichment of country life."

The country school, in short, must be a social and recreational center of the community, as well as an educational and industrial one. At the same time it must minister to the spiritual needs of country people by teaching our country children something of the "revelation of the glory and beauty of God in His wonderful Book of Nature."

Provisions of Senate Bill

The funds required for these improvements in rural education are recognized as greater than the rural states and communities alone can provide. But the effects of the ills are felt by the nation as a whole, so federal aid in support of local educational effort is the remedy proposed. In this connection a summary is given of Senate Bill No. 4987, introduced by Senator Smith of Georgia, which provides for coöperation with the States through federal appropriations for equalizing educational opportunity. No state can share in the apportionment until it has made provision for a legal school term of at least twenty-four weeks in each year. It must also provide for the enforcement of an adequate compulsory attendance law, and provide that the basic language of instruction in the common school branches in all schools—public and private—shall be the English language only. The bill also provides for coöperation with the states in health education and in preparing teachers for the schools, particularly the rural schools. It further declares that no money appropriated shall be paid to any state unless a sum equally as large has been provided by said state or by local authorities for the purposes for which the appropriation is made.

THE NEED FOR AMERICANIZATION

There can be neither unity in ideals nor in purpose unless there is some common method of communication through which may be conveyed the thought of the Nation. All Americans must be taught to read and write and *think* in one language; this is a primary condition to that growth which all nations expect of us and which we demand of ourselves.

What should be said of a world-leading democracy wherein 10 per cent of the adult population can not read the laws which they are presumed to know?

What should be said of a democracy which sends an army to preach democracy wherein there was drafted out of the first 2,000,000 men a total of 200,000 men who could not read their orders or understand them when delivered, or read the letters sent them from home?

What should be said of a democracy which calls upon its citizens to consider the wisdom of forming a league of nations, or passing judgment upon a code which will insure the freedom of the seas, or of sacrificing the daily stint of wheat or meat for the benefit of the Roumanians or the Jugo-Slavs, when 18 per cent of the coming citizens of that democracy do not go to school?

What should be said of a democracy in which one of its sovereign States expends a grand total of $6.00 per year per child for sustaining its public-school system?

What should be said of a democracy which is challenged by the world to prove the superiority of its system of government over those discarded, and yet is compelled to reach many millions of its people through papers printed in some foreign language?

What should be said of a democracy which expends in a year twice as much for chewing gum as for schoolbooks, more for automobiles than for all primary and secondary education, and in which the average teacher's salary is less than that of the average day laborer?

What should be said of a democracy which permits tens of thousands of its native-born children to be taught American history in a foreign language—the Declaration of Independence and Lincoln's Gettysburg speech in German and other tongues?

What should be said of a democracy which permits men and women to work in masses where they seldom or never hear a word of English spoken?

Yet, this is all true of the United States of America in this year of grace 1918, wherein was fought the second Battle of the Marne and the Battle of the Argonne Forest.—*Franklin K. Lane.*

FREEDOM IS KING

God said, I am tired of kings,
I suffer them no more;
Up to my ear the morning brings
The outrage of the poor.

Think ye I made this ball
A field of havoc and war,
Where tyrants great and tyrants small
Might harry the weak and poor?

My angel—his name is Freedom—
Choose him to be your king;
He shall cut pathways east and west,
And fend you with his wing.

—*Ralph Waldo Emerson.*

Rural Schools

PEACE CONFERENCE GEOGRAPHY

Newspaper accounts of the peace conference have probably been discussed in your current events periods. As difficult as was the problem of winning the war are the many questions the conference has to answer. They deal with places all over the world. Get out your geographies and the maps in recent numbers of NATIONAL SCHOOL SERVICE, and see if you can find all the places whose futures depend on this conference.

First, there are all the colonial possessions of Germany. The conference must consider whether they are able to rule themselves; or if not, who is to rule them. In Africa there are German East Africa, German Southwest Africa, Togoland, and Kamerun. Can you find them all? In Asia there is Kiau Chau. Then there are the islands of Samoa, New Guinea or Kaiser Wilhelm Land, and the Carolina, Marshall, and Bismarck Islands. Find them all. All belonged to Germany when the war began.

Then there are lands which Turkey once ruled. Find Mesopotamia. England has conquered it from Turkey. The conference must decide who is to rule it. Find Constantinople. It was the capital of Turkey. What is there about its location that makes it very important to decide to whom it shall belong? To what straits does it guard the entrance.

Finally there are new countries that will probably be formed from the ruins of the Central Empires. Find Poland. What three countries owned parts of it before the war? Can you find in the encyclopedia or a history if they have always owned it? Find Danzig. One question before the conference is whether to give Danzig to Poland or not. Can you see any reason why it would be good for Poland to own it? Find Ukrainia, Finland, the Jugo-Slavs. Of what countries did they form a part before the war?

For over a year, 150 American scientists have been gathering information and making maps necessary to help our representatives at the conference decide what ought to be done with all these problems. When President Wilson went to Europe, it took three army truckloads to get all this material on shipboard.

JOIN THE MODERN HEALTH CRUSADERS

Not fit to be a soldier! One-third of our young men called to the colors had to be turned back, because they were weak or diseased, not fit to follow where the flag led. So, now that fighting of men against men has ceased, we are beginning a new fight, of men and women and boys and girls against disease and physical defect. We hope never again to have to say that one out of every three of our people is not fit for the work to which his country calls him.

This modern crusade is being led by the united forces of the Red Cross, the National Tuberculosis Association, the National Council of Defense, and the Public Health Service. A Junior Red Cross Manual is now in the press, which sets forth an inspiring program. A national organization of school children is provided, the Modern Health Crusaders, with four ranks, Page, Squire, Knight, and Knight Banneret. There are store cards, certificates of enrollment, badges, a national tournament, and banners for the victors. The tournament begins February 1, and every rural school will want to enter the lists.

There is to be, moreover, a crusade for better community sanitation. "They Shall Not Pass," the immortal motto of the Marne, is applied to the insidious armies of disease germs, and campaigns are to be organized in every community against the most dangerous disease carriers, house flies, mosquitoes, rats, and mice. These campaigns need to be planned in January and February.

Be sure to get the new manual from the chairman of your Red Cross chapter committee.

A DILIGENT PATRIOT

Boys' clubs and girls' clubs are important agencies of the Government in its efforts to increase food production, make better farmers and farmers' wives, induce young farm folk to stay in the country, and encourage young people in the country to educate themselves in agriculture. There are pig clubs, calf clubs, corn clubs, cotton clubs, and many others. Then there are garden clubs, canning clubs, and just clubs. To the last belong boys and girls who aim to be useful in such ways as may fall to their lot. As an encouragement to these young people, the Department of Agriculture has prepared medals, bearing a four-leaf clover, which is pinned upon the breast of any boy or girl who is recommended by the proper authority as deserving because of four consecutive years of useful and successful endeavor in his or her club.

A good many of these medals have been won, and worn with honor, but few have been more worthily attained than the one awarded recently to fifteen-year-old Ethel Lyngberg, who lives in Salt Lake County, Utah.

During the last season, besides attending high school, Ethel plowed 60 acres, and harrowed and leveled it for wheat, alfalfa, and beets, and helped her father cut hay. She also assisted with irrigation, in her father's absence, turning the water on and off alone. She canned 660 quarts of fruit and vegetables and dried many pounds. Meanwhile she was baking the bread for the family. During the summer 100 chickens grew to maturity under her care. In her spare moments she knitted socks for soldiers.

THRIFTY MOTHER GOOSE

There was a wicked man and he had a wicked look;
He was a wicked Kaiser; what he wanted he just took.
He fought a wicked war and he said it was just right,
Until some little Thrift Stamp just put him out of sight.

Mary had a little card,
Of saving stamps, you know
And everywhere that Mary went
That card was sure to go.

And every time she earned some change,
For doing well at school,
She'd save it for another stamp,
And soon her book was full.

"Why does she work so hard for them?"
The other children cry.
"Because she's saving money, dears,"
The teacher did reply.

Children enjoy composing jingles in imitation of the Mother Goose rhymes. These are sample jingles composed by children in the lower grades.

RURAL HEALTH AND SANITATION

Every means should be adopted to see to it that the benefits of modern medicine accrue more largely to the scattered populations of the rural districts. Formerly the urban communities were characteristically the homes of disease. They possessed all the disadvantages of concentration of population without adequate sanitary safeguards. Now no cities and very few of the larger towns are without substantial equipment in the way of drainage, sewage disposal, and hospitals. They have the services of specialists and of trained nurses. Very many of them provide free medical and dental clinics for people of limited means, have their schools inspected, and their water and milk supplies regularly tested and safeguarded. As a consequence, among the inhabitants of the larger communities the ravages of smallpox, typhoid fever, and malaria have been in large measure controlled. The rural districts still have advantages; but a vast deal remains to be done to control such pests as mosquitoes and the hookworm, to eliminate the sources of typhoid fever, and, even more, to give the country districts the advantages of modern hospitals, nursing, and specialized medical practice.—*David F. Houston, Secretary of Agriculture.*

THE HEAD ON THE VICTORY STAMP

Show one of the Victory Stamps. How many have one? Whose picture is on it? Why was Franklin chosen?

Benjamin Franklin was an early apostle of thrift and industry, virtues developed by necessity in the early days of America, and redeveloped in our nation by the world needs of the last few years. When he was a very young man, he made his rules of life, one of which was to live very frugally until he had paid all he owed.

Have a thrift program in honor of his birthday, which falls on January 17. The older pupils may find in "Poor Richard's Almanac" his wise savings about thrift and economy:

"Many a little makes a mickle."

"Who dainties love shall beggars prove."

"Rather go supperless to bed than rise in debt."

"Make no expense but to do good to others or yourself; i.e., waste nothing."

Some of these may be memorized and recited by the younger children, some may be written on the board, some illustrated by original drawings. A sack of wheat, a dollar and its equivalent pennies, a strong wall of bricks, snowflakes and a sheeted field, are examples of the "mickle" made of "littles."

Stories found in the "Autobiography" may be told or read to illustrate Franklin's habits of thrift and the wisdom of his rule. The whistle story shows how he learned very early the folly of thoughtless spending. The new china cup and silver spoon in which his wife one day came to serve his bread and milk, and the quaint and pretty presents he sent her from England, illustrate the pleasant comfort to which his life practice brought him.

Why do we call our savings stamps thrift stamps? Could every child buy a Thrift stamp in honor of the day, or save a penny or nickel toward the purchase of one, and tell how he saved to do it? Which saying or story from Franklin's life does each pupil's story suggest?

FOOD SAVING FRIENDS

The world is short of food. Men cannot fight and raise food at the same time. Fine farms have been fought over and destroyed. Shiploads of food have been sunk. Grain elevators with all their contents have been burned. Tens of millions of people in Europe are facing starvation. It is more than we can do to feed all the human beings who are in need.

There are millions of other creatures who consume food. We do not want to feed a single one of them. They are the caterpillars and bugs and grubs who devour our crops and destroy our fruit trees. How can we keep it from them?

We have some little friends on the job. Out in the winter woods you hear a sound—"whank, whank!" Circling around the trunk of a tree head down is a little gray bird, with a black band on the head and neck. It is a nuthatch. Nearby sounds a soft chorus: "Day, day, day, chick-a-day!" More little gray birds, smaller yet, each with a black cap, and a black spot under the chin, twirl about small twigs and peck and peck. Perhaps there are others, slender, tiny black-and-white warblers, the tufted titmouse with his bright black eyes and gray top-knot, the wee brown creeper, all of them pecking, pecking, pecking. Can you get near enough to them to see their slender sharp bills? What are they all pecking so busily?

You cannot see them, but hidden in bark of the trees are tiny eggs or the winter sleeping cases called pupa, in which lie, waiting for the spring, millions of caterpillars and other insects which would destroy every growing thing if it were not for these busy winter friends. Other friends there are too, who hammer away to find grubs hid deep in the trees. These are the woodpeckers, red-headed, downy, hairy, and others. They dig out the big fellows that the slender billed birds cannot reach. And all of them are saving food for human beings.

Do you know these friends of ours? There are fine colored bird pictures which show just how they look. See how many of them you can learn to know. It is a pity not to know ones best friends.

WORLD-PEACE ARITHMETIC

The stupendous cost of war, not only in human life and suffering but in money, is one of the greatest arguments against its recurrence. To help children appreciate this fact and understand the significance of the movement for a League of Nations, which President Wilson so earnestly advocates, try the following problems:

1. The War Department reports the following losses for our Expeditionary Forces: 53,169 killed; 179,625 wounded; 2,163 prisoners; 1160 missing. Find the total number of our casualties.

2. What is the population of your county? Of the largest city in your county? Compare these populations (by long division) with the total casualties of the American army.

3. A first-class battleship, fully equipped, now costs about $15,000,000. How many miles of hard road would this sum build in your state at a cost of $2000 per mile? How many consolidated schools would it build at a cost of $60,000 each?

4. To fire some of the guns of modern ships costs $1200 for each shot. At $3 a month each how many French and Belgian war orphans would the cost of a single gun shot feed for a year?

5. The total cost of the Great War to the United States alone has been about $18,000,000,000. Considering our population as 110,000,000 people how much is this per capita?

6. At $3 a month for each pupil, how many years of high school tuition would this per capita cost of the war provide for country boys and girls who wished to take a high school course?

7. The property destruction of the Great World War has been estimated at 2055 million dollars for Belgium; 1680 millions for France; 875 millions for Russia; and at 43 millions for the United States. Find the total property destruction in the countries named and draw lines on a scale of one inch to 100 million dollars which will show these comparative losses.

Primary Grades

CIVIC VIRTUES IN WAR ACTIVITIES

Small children express their citizenship very largely in terms of service, in the home, at school, and on the playground. And yet during the past year we have seen that our junior citizens have really had some conception of the larger citizenship of the nation and even of the rest of the world.

Let us see what great civic virtues have been developed by the war activities of our little Americans. Chivalry to the weak, liberty of choice, self government, neighborliness, self sacrifice, truth to one's pledges, and loyalty to one's country make a noble list.

Continue to tell stories of the great war which illustrate these virtues. Seize every opportunity that affords the children a chance to serve.

MARGARET'S LITTLE RED DRESS

"Mother, may I wear my red dress today?" said Little Margaret on the first school day after Christmas. "Please, mother, let me," she begged. "I will take such good care of it."

"Come here, Margaret," said her mother. "I will tell you a story while I comb your hair and get you ready for school." And this is the story Margaret's mother told:

Last spring when it was warm and pleasant, a wise fairy knew that the little cotton dress you were then wearing would not be warm enough to wear this winter. So she started out to find something from which to make a fine warm dress. Soon she came to a green meadow.

"Baa-a-a!" said an old gray sheep. "How I wish I could lay off my coat. I am so warm."

"Just the thing," said the fairy. "But how can I help you get off that great coat of wool, Nannie?"

"We will help you," said some strong, sharp shears; and snip, snap they went until Nannie's coat was all in a heap on the ground.

"But the wool is not clean," said the fairy.

"Swish, swish, swish!" said some soap and water, "we'll show you what we can do." And sure enough the wool was soon white as snow.

"How nice!" said the fairy. "But that wool does not look very much like a dress."

"Perhaps we can help you," said some strong combs called cards.

Back and forth they went until the wool was all combed out.

"Z-Z-Z!" sang the spinning wheels in the

big factory. "We'll spin the rolls of wool into skeins of soft, white yarn."

"S-S-S!" hissed the big kettle. "Dip the skeins in here and see what will happen." In went the snowy wool and out it came red as Christmas berries.

"Slam, bang!" said the great loom at the big factory. "See what my shuttle will do!"

Sure enough, when the yarn had been placed in the frame, the shuttle flew back and forth until a long roll of cloth lay on the back of the loom.

"That begins to look like a dress," said the fairy. "Now who will help?"

"Here we are!" sang out a pair of scissors, a needle, and a thimble.

"Now I know who will do the rest," said the fairy, as she put the thimble on mother's finger.

"So I sewed the pretty red dress for my own little daughter," said Margaret's mother as she slipped it over the little girl's head.

"Thank you and all the others for the dress," said Margaret. "I'll take good care of it," she added, as she ran off to school.

CONSERVING CLOTHING

Following the Christmas stories of shepherds and pastoral life, which many primary teachers use at this season of the year, it might be well to give an added emphasis this year to a study of the sheep as the source of the wool supply. Talk of the value of wool; the great quantity used for soldiers' clothing; the present high cost; the necessity for having warm clothing in the winter; the care of clothing; the hygiene of clothing, such as changing, cleaning, and airing; the danger of changing during variable weather.

Tell and dramatize the story of "Margaret's Little Red Dress." Let children talk about the time and labor it took to make it. Call the attention of the children to other articles of their clothing made of wool. Emphasis should be placed on children's care of their clothing—keeping it clean, hanging it up properly, being careful at play, not throwing it about carelessly.

A QUEER SAVINGS BANK

Tom had found an old bowl on the cupboard shelf, a lovely yellow bowl, with a verse written on it in brown; and when his mother read it to him, this is what it said:

"Some hae meat and canna eat,
And some would eat that want it,
But we hae meat and we can eat
And so the Lord be thankit."

Tom thought about it a long time, and when his sister Kate came in he showed it to her.

"Why," said Kate, "that is the bowl Grandmother sent to me from Scotland for my oatmeal when I was a little girl. And, Tom, the word meat doesn't mean just beef and bacon and such things. It means everything we eat. We children in America have all we want and are thankful for it."

"I suppose sick people are those who have food and cannot eat," said her brother thoughtfully. "But who would eat and not have any food?"

"Why, Tom, have you forgotten the poor people of Europe?" asked Kate.

"No, indeed, I haven't," said Tom. "I wish we could help them to 'hae meat,' too, sister."

"Well," said Kate, "I have a plan. Let's pretend the bowl is a bank and save food in it instead of pennies. Every time I go without sugar on my oatmeal or you take a small piece of butter instead of a large one, each will write it down on a piece of paper with his name and put the paper in the bowl."

"Agreed," said Tom. "We'll begin right now. At the end of a month we'll count up and see who has saved most 'meat' for those who 'want it.'"

Read this story to the children. Ask what they think of Kate's suggestion. How many would like to have such a savings bank in school? Let us get one and see how high we can fill it with our savings statements in one month. Then we can write or print the verse on a neat card and fasten it on the bowl as a reminder. On the last Friday in the month we will count up our food savings and have a little jollification.

SOLDIERS OF THE CLEAN PLATE

Here is a simple exercise suitable for very small children who wish to take part in a food saving program:

Select a dozen children of about the same size. Tie bibs about their necks and give each one a clean plate. The children march, keeping step to music. At a given signal they halt and face the audience. The first child begins by turning to its neighbor on the right, holding out a clean plate, and saying:

"Neighbor, neighbor, see my plate,
Every single crumb I ate,
How's the neighbor's next to thee?"

The second child answers,

"I don't know, but I'll go see."

The questions and answers are passed down the line until the last child has been asked the question. He answers:

"Very well, I thank thee."

At a signal from the piano the children raise their plates high above their heads, then march away to music.

UNCLE SAM'S NEW YEAR ACROSTIC

Not a penny wasted.
Every child should save food.
Waste nothing.

Your country still needs your help.
Eat less fats.
Assist the needy.
Repair worn shoes and clothes.

VICTORY SAVINGS STAMPS

January will bring the new 1919 issue of Victory Savings Stamps. Show the children the new blue stamp with the profile of the head of Benjamin Franklin upon it. Make it clear that the thrift stamps have not changed in appearance. Review the facts concerning the price of stamps and the methods of exchange. Franklin's birthday is a good day for a thrift program.

Intermediate Grades

MOTTOES FOR AMERICANS

We will walk on our own feet, we will work with our own hands, we will speak our own minds.—*Emerson.*

Government of the people, by the people, for the people—*Lincoln.*

All for each and each for all.—*Swiss motto.*

I have always thought the actions of men the best interpreters of their thoughts. —*Locke.*

STUDY PEACE CONFERENCE PROBLEMS

Following the suggestions found on page 8 of NATIONAL SCHOOL SERVICE, the teachers are urged to take up with their classes specific problems presented at the Peace Conference.

The "Peace Problem" period will be a definite part of the day's program. The papers daily reiterate the ideal of democracy. Have the children discuss the meaning of the word. It is a system, an organization of the people, it is made by the people, and it is carried on for the people. Every man by casting his vote decides upon his leaders. These leaders make laws and preserve order. Point out the statements in the Declaration of Independence and in the Preamble to the Constitution which refer to the principles of Democracy. What is the meaning of President Wilson's statement, "That the world may be made safe for democracy."

Democracy must gain a victory at the Peace Conference. Children will be able to hold in mind the ideal and search the papers daily for expressions of it.

RECONSTRUCTION THROUGH PRODUCTION

The busy Junior Red Cross members are pinning on their new buttons and rolling up their sleeves for another season's work. Do they know that the war is over? Yes, and their hearts are glad. Do they think that the war's end means stopping service? No, because they know sweaters and socks are needed by our men in cold Siberia, in northern France, and in Germany. The Winter is coming and each junior member wants the soldiers to be supplied with warm garments.

No Junior wants "The Greatest Mother in the World" to have the experience of Old Mother Hubbard. Mothering all the orphans is a giant task and clothes will wear

out, you know. Dresses and dresses and dresses, petticoats, and all the other things that little children need—these must be made for the children of war-stricken lands.

Though war may never come again, there are terrible diseases, fires, and earthquakes yet to be. These always leave destitute ones. Every spot in the world that is in need will be cared for by the busy Juniors. There are busy days now and busy days ahead.

HEALTH IS WEALTH

We must have health. Uncle Sam has learned some alarming facts about our bodies since the war brought so many youths under his care. His workers, the Red Cross, the National Tuberculosis Association, the National Council of Defense, and the Public Health Service have united to carry on a health crusade during the months of February, March, April, and May—one third of a year. Send to your local chapter leader for the handbook "Common Sense in Health," A R C 606, Supplement number 3. Then try for a place in the vanguard. Unfurl the banner "One Hundred Per Cent Health!"

THE LAND OF EQUAL CHANCE

Time: January, 1919. Place: At the edge of the land. On either side of the stage there are two small curtained windows. At the centre of the stage back, are two long steps leading to a dark closed curtain. Enter from one side Father Time, from the other Mother Space.

Father T. Happy New Year, Mother Space! What do you carry so carefully?

Mother Space. Shall I let you see? [*Unrolls her large map*]. See, a land of rocks and rills, of woods and templed hills. Here are the broad prairies, here the great mountains full of treasure, and down here the sweet, warm southern fields.

F. T. [*Looks at the unrolled scroll*]. That seems to be a map of the United States.

M. S. Most folks call it that. I call it the Land-of-Equal-Chance.

F. T. An excellent name!

M. S. By all the fields, mountains, cities and prairies, what sort of child do you think should live here?

F. T. Leave that to me. [*Calls.*] Come, Young America. [*Calls again and again. At last Young America, dressed as a boy scout, pack on back, enters cautiously.*

F. T. Come, Young America, Mother Space gives you this chart to the Land-of-Equal-Chance. Go, the land lies beyond. It is your domain.

Y. A. [*Bewildered*]. But what shall I do there? Is it a land of sleep? Must I go alone?

F. T. No, my child, you cannot go alone. Do you see these four windows? Go, draw aside the curtains.

Y. A. [*Goes to the first window and draws aside the curtain. Above the window is plainly printed "Action"*]. Here am I, Young America. I must go on a journey. Will you go with me, Spirit of Action?

Spirit of Action [*Appears suddenly at the window*]. Go! Yes. Wait a moment. [*Bounds to the stage.*] Where are you going?

Y. A. [*Points to the curtain at rear*]. There, Spirit of Action. What will you do if you go with me?

S. of A. [*Laughs*]. I shall make your blood dance and your heart beat high. I shall fill your hands with glorious work. Your muscles shall be strong with the doing.

Y. A. O, Spirit of Action, you make me want to start at once. I could not do without you. But, wait. [*Goes to the second window, draws back the curtain to see the word "Understanding."*] Come, friend Understanding!

Spirit of Understanding. Here am I, Young America.

Y. A. I am going away, Understanding.

Sp. U. So? Why do you go?

Y. A. Action makes me want to go. I do not know exactly why.

Sp. U. [*Comes on the stage*]. Then you do need me, Young America. I will make your eye clear, and your mind aware. If I go with you, you must think. Will you?

Y. A. Thinking is hard, but I promise if you show me how. Now, for my next friend. [*Goes to the third window, draws back the curtain and sees, "Self-Control."*] Ho, Self-Control, it is I, Young America! Come, go with me!

Sp. S-C. Not so fast! Steady, Young America. Go with you?

Y. A. Yes, on a journey.

Sp. S-C. If I go with you I must have a big promise.

Y. A. What?

S-C. You must play the game of life with fair rules—the same rules for all.

Y. A. Yes.

Sp. S-C. And you must help make the rules.

Y. A. Yes.

Sp. S-C. And hardest of all, you must obey the rules yourself.

Y. A. I'll try, Self-Control.

[*Self-Control joins the others on the stage. Y. A. draws aside the curtain from the fourth window marked "Sympathy."*]

Y. A. Come, friend, Young America is going on a journey.

Spirit of Sympathy. [*Appears.*] A journey? Who goes with you?

Used by Courtesy of the Los Angeles Evening Herald

Sabina Ann Spurns the Appeal of Mr. Candy in Order to Invest in War Savings Stamps

A Thrifty Food Saver

Y. A. Self-Control, Understanding, and Action.

S. S. You need more than they can give.

Y. A. What more do I need?

S. S. Why, don't you see, you have no one to make you feel for others in the game. You can't play or work alone. You must join hands and pull together. [*Comes out from the window.*] Take my hand.

Y. A. [*Wonderingly.*] Your hand is soft and warm, Spirit of Sympathy. I should like to have you go.

S. of A. Hurry, come, we must be gone. Sit here, Young America, let me put these sandals on your feet. There.

Y. A. They fit so well, Spirit. And see, wings! Ah, sandals with wings!

Sp. U. Sometimes it will be dark. Keep this torch burning. [*She lights the torch and hands it to the boy.*]

Y. A. How bright it makes the way!

S. of S-C. There will be rugged heights to climb in that land, dark abysses into which you might fall. Take this staff. My strength is in it. If wild beasts attack you, defend yourself. Be steady, steady.

Y. A. A staff! How strong it is!

S. of S. [*A long garland of flowers trails from her hands. She winds them about Young America and the three other spirits. Then she takes Young America's hand.*] Come, we go as one to the Land-of-Equal-Chance. [*The group, bound by their flower chain, moves up the steps towards the curtain.*]

S. of A. [*Springs ahead but holds to the chain.*] Open, open! Young America is here!

All. Open, open for Young America!

[*Father Time and Mother Space, who have been standing aside, take their places at the large curtain and after a pause slowly lift it, revealing the figure of Liberty bathed in shining light. Young America starts back.*]

Liberty. Come, Young America!

Y. A. [*Aside to companions.*] Dare I go?

All the Spirits. We will go with you.

Liberty. Come, Young America!

[*Young America advances slowly towards the outstretched arms of Liberty and kneels. The Spirits follow forming a group which says onward into the Land-of-Equal-Chance. As they move onward slowly, rhythmically, the large curtain falls.*]—*A. W.*

PREPARING FOR LIBERTY SINGS

Encourage the children in their spare moments to learn stanzas of patriotic songs. Let them form little groups with a student to conduct the recitation of the verses. Each group leader may make a chart containing the names of the members of his group and the names of the songs to be memorized. In a blank opposite each pupil's name under the heading of the song, may be put the number of stanzas learned.

Following is a list of patriotic songs upon which to base memory exercises: Star Spangled Banner; America; Columbia, The Gem of the Ocean; Hail, Columbia. Battle Cry of Freedom; Battle Hymn of the Republic; Flag of the Free; Tenting on the Old Camp Ground; Dixie Land; Marching Through Georgia; Maryland, My Maryland; Suwanee River; Home, Sweet Home.

Upper Grades and High School

LESSONS FROM OUR LEADERS

Teachers should use the biographies of the great leaders of the associated armies as bases on which to outline lessons on one or another of the civic virtues. Additional material may be found from time to time in newspapers and magazines.

Have the pupils study these biographies and make lists of the qualities and personal characteristics that brought Foch or Pershing into the leadership of the military forces of France and of the United States.

After all the qualities have been listed, see if we cannot select a group of qualities that are common to all or most of them. If an officer had just those qualities, would he be a great general? Each one of these men had, besides certain general qualities, other individual ones that marked him as being especially able to do certain things. One may be a great organizer, another may be a great leader on the battlefield.

A good plan, also, would be to compare the characteristics of the generals with those of other national leaders, such as Lloyd George, Premier Clemenceau, and President Wilson, as well as with such leaders as Mr. Schwab, or Mr. Davison, or Mr. Hoover.

What qualities go to make the successful general, the successful statesman, the successful business man?

Let the pupils make their own application of the lesson. In other words, most of the telling effect of the cumulation of evidence will be lost if the pupils are urged to formulate a moral.

WHY GREAT BRITAIN ENTERED THE WAR

Why Great Britain was expected to stay out of the war:

(1) Domestic troubles: militant suffragettes, "the wild women"; labor troubles, strikes; trouble with Ireland over Home Rule; unrest among the Hindus in India. (2) Unwarlike character of the English people, "a nation of shopkeepers." (3) Unpreparedness: small regular army, a "contemptible" little army.

Her relations with other nations:

(1) The work of Earl Grey to prevent war. (2) The Entente Cordiale, recall from earlier lessons; the agreement with France as to the concentration of the French fleet to police the Mediterranean and of the British fleet to police the North Sea; Great Britain's assurance that the British fleet would protect the French coast and shipping if the German fleet came into the North Sea or the Channel to attack them (August 2, 1914).

Invasion of Luxemburg and of Belgium:

(1) Neutralized states, protected by the Treaty of London (1839) from invasion by the signatory powers, of which Germany was one. (2) German assurances that the neutrality of Belgium would be respected. (3) The invasion of Luxemburg, August 2, 1914, and of Belgium, August 14, 1914.

England declares war on Germany, August 4, 1914; the "scrap of paper," referring to the statement made by Chancellor von Bethmann-Hollweg to the British Ambassador to Germany.

Contrast Great Britain's reasons for entering the war (her honor bound her to fulfill her treaty obligations), with Germany's declared policy of "necessity knows no law."

MODIFY WAR TEACHING

The armistice, shortly to be followed by the peace conference, brings a sharp change in our attitude toward the study of the war.

Now that the military efforts of the United States and the Allies have given place to peace plans, teachers should reduce the amount of time and detailed teaching given to the military campaigns from year to year. The time so saved should be given to instruction concerning the problems of peace and reconstruction.

PEACE CONFERENCE CIVICS

In carrying out the suggestion made on page 8, teachers should not overlook the opportunity afforded by the Peace Conference for clearing up some obscurities as to civics terms. Have pupils look up in unabridged dictionaries and encyclopedias the following, noting the differences in meaning: 1. Nation, country, government, state. 2. Democracy, aristocracy, autocracy, plutocracy. 3. Militarism, imperialism, commercialism, internationalism. 4. International law, diplomacy, arbitration, treaty. Free discussion should be en-

CONTINUE SAVING

It is vitally important that the Treasury should continue in a most energetic way the sale of War Savings Stamps and Certificates. Among the valuable and much needed lessons we have partly learned from the war is that of thrift and intelligent expenditure. Thrift helped to win the war and will help us to take full advantage of a victorious peace. It is therefore imperative that we do not relax into old habits of wasteful expenditure and imperative that the habit of reasonable living (on the part of those of both large and small means) so easily acquired during the war period be continued.—*Carter Glass, Secretary of the Treasury.*

couraged as a means of promoting critical thought and discriminating expression on the questions of the day. The list of such topics, of course, can be indefinitely extended.

SECURE PEACE BOOKS

Teachers will be interested in a pamphlet prepared by the National Board for Historical Service and published for free distribution by the World Peace Foundation of Boston, containing a short list of books and other materials relating to the peace. From a large number of titles the most valuable references have been selected for an understanding, not merely of the views of all parties and countries in the negotiations now taking place, but also of the historical background supplied by the war itself. Several of the publications listed have been prepared by representatives of the new European states, at the suggestion of the National Board for Historical Service, with a view to informing the American public concerning the history of their states and their views with reference to the peace.

"THE EYES OF TEXAS ARE UPON YOU"

No state has a stronger state pride than Texas, as is shown by the college song of its state university which has for its refrain the words, "The eyes of Texas are upon you." The popularity of this song has spread beyond the limits of the university campus, and it has been heard even on the battlefields of France. According to stories of returning soldiers, in one of the last struggles in the Argonne Forest, just before the armistice was signed, some hundreds of young Texans went "over the top" singing it, and many of them fell with the words of the refrain upon their lips. The consciousness that the eyes of their state—and of the nation—were upon them was an incentive to great deeds, and a consolation where needed in the hour of death.

THE PRAYER

You say there's only evil in this war—
That bullets drive out Christ? If you had been
In Furnes with me that night—what would you say,
I wonder?
It was ruin past all words,
Horrors where joyous comfort used to be,
And not clean quiet death, for all day long
The great shells tore the little that remained,
Like vultures on a body that still breathes.
They stopped as it grew dark. I looked about
The ghastly wilderness that once had been
The village street, and saw no other life
Except a Belgian soldier, shadowy
Among the shadows, and a little group
Of children creeping from a cellar school
And hurrying home. One older than the rest—
So little older!—mothered them along
Till all at once a stray belated shell
Whined suddenly out of the gloom, and burst
Near by. The babies wailed and clung together,
Helpless with fear. In vain the little mother
Encouraged them—"But no! You mustn't cry,
That isn't brave, that isn't French!" At last
She led her frightened brood across the way
To where there stood a roadside Calvary
Bearing its sad, indomitable Christ—
Strange how the shells will spare just that! I saw
So many. . . . There they knelt, poor innocents,
Hands folded and eyes closed. I stole across
And stood behind them. "We must say our prayer—
Our Father which art in heaven," she began,
And all the little sobbing voices piped,
"Hallowed be Thy Name." From down the road
The Belgian soldier had come near. I felt
Him standing there beside me in the dusk.
"Thy kingdom come—"
"Thy will be done on earth
As it is in heaven." The irony of it
Cut me like steel. I barely kept an oath
Behind my teeth. If one could name this earth
In the same breath with heaven—what is hell?
Only a little child could pray like this.
"Give us this day our daily bread—" A pause.
There was no answer. She repeated it
Urgently. Still the hush. She opened wide
Reproachful eyes at them. Their eyes were open
Also, and staring at the shadowy shapes
Of ruin all around them. Now that prayer
Had grown too hard even for little children.
"I know—I know—but we *must* say the prayer,"
She faltered. "Give us this day our daily bread,
And—and forgive—" she stopped.
"Our trespasses
As we forgive them who have trespassed against us."
The children turned amazed, to see who spoke
The words they could not. I too turned to him,
The soldier there beside me—and I looked
Into King Albert's face . . . I have no words
To tell you what I saw . . . only I thought
That while a man's breast holds a heart like that,
Christ was not—even here—so far away.

—*Amelia Josephine Burr.*

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THE PRAYER

Have at hand the Fourth Liberty Loan Posters, "Remember Belgium," "Hun or Home"; and the picture of King Albert of Belgium.

Have the new words in "The Prayer" looked up the day before the recitation; such as ghastly, vulture, indomitable, trespasses, hallowed. Matthew VI: 9-18 may be read previously, also. The teacher should give a talk on Belgium. (a) Using the map, recall the location of Belgium. (b) Condition of Belgium before the war—peaceful, happy people, carrying on business; fine farms, buildings, and museums. (c) Present condition due to German invasion—towns devastated, children separated from their parents, other atrocities.

The poem may then be read by the teacher while the pupils study their copies.

In the study of the poem, it is well to emphasize: (a) Description of the village, Furnes, a little village near the border between France and Belgium. Contrast the ruin of the present with the comfort of the past. The trespassers, the Germans, had gone through and destroyed the town; even now the shells were bursting over it. (b) The appearance of the children. Notice the cellar as a queer place for a school. "Creeping"—not the usual way pupils go home. The courage of the little mother, holding before her charges the ideal of French bravery. (c) The prayer. (1) Its beginning. Picture the babies praying, their attitude, the little mother saying one line while the children say the next. (2) The hesitation. Even the little children unable to say "Forgive us as we forgive others," because they were thinking of the Germans. (3) Completion of the prayer. A strange voice finishes the prayer; startled and amazed they turn and see King Albert.

In conclusion, call the attention of the children to the character of the Belgians as displayed by the little mother, their courage and steadfastness. Notice how King Albert's attitude and sacrifices are here idealized.

AMERICAN FOOD PLEDGE

We pledge to our country our best effort to prevent waste and the selfish use of our food reserves. We pledge our loyal co-operation in carrying out the conservation measures suggested by the Government.

And if economy sometimes grows irksome or if this service works unwelcome change in our manner of living, we will think of those who have given their lives for their country and of those whose homes have been devastated. We will be glad to hear that we, too, can serve in satisfying their hunger, in renewing their courage, and in re-establishing their homes.—*United States Food Administration.*

PUBLICATIONS OF COMMITTEE ON PUBLIC INFORMATION

With the practical discontinuance of the domestic activities of the Committee on Public Information, the remaining stock of their publications was turned over to the Committee on Education and Special Training of the War Department. These publications will be distributed to colleges for the Committee by the World Peace Foundation, 40 Mt. Vernon Street, Boston, Mass., and may be obtained, while they last, with no charge except for carriage.

THE GREAT WAR
QUESTIONS AND ANSWERS

Readers seeking information on the war are requested to make their questions definite and concise. Naturally questions of general interest will receive first consideration.

Question.—Was not the *Lusitania* armed when she was sunk? Was she not carrying ammunition to the Allies? If so, was not Germany justified in sinking her?

These are questions which have very frequently been asked, honestly by those who have not known the facts, and dishonestly by others who have wished to justify Germany's acts. The best answer is to be found in the decision of the United States District Court of New York, in a case decided August 24, 1918: "The proof is absolute that the *Lusitania* was not and never had been armed nor did she carry any explosives."

Question.—What is meant by a "barrage?"

Barrage (bär-âzh') is a new word in the military vocabulary, derived from the French. It means specifically the act of barring the advance of troops by a curtain of artillery fire. By exact calculations a line of guns is brought to bear upon a certain portion of the field, their fire creating a complete screen of projectiles. By moving the barrage line forward at a designated time ("creeping barrage") a detachment can advance with a minimum of casualties. The barrage is controlled by observers at the front who find ranges and then direct the artillery fire by means of telephones or wireless telegraphy. It is this lavish use of artillery, amounting to 20,000,000 shells in the battle of the Somme in 1916, which in part made necessary the great industrial mobilization in all the warring countries during the war.

Question.—What nations in Europe have changed rulers since the war began? Who are the new rulers, and who were the old ones?

Austria-Hungary: Emperor Francis Joseph was succeeded at his death, on November 22, 1916, by Emperor Charles I; the latter abdicated November 11, 1918.

Bulgaria: Czar Ferdinand abdicated in favor of his son Boris on October 3, 1918; the latter in turn abdicated on November 2, when a republic was set up.

Germany: William II abdicated the throne of the German Empire and of Prussia on November 28, 1918. Most of the rulers of the separate German states, Saxony, Bavaria, Würtemburg, Baden, Mecklenburg, etc., have abdicated during the preceding month.

Greece: King Constantine I was forced to abdicate June 12, 1917, because of his unconstitutional and pro-German policy. He was succeeded by his second son Alexander.

Montenegro: King Nicholas I was deposed by the National Assembly on November 29, 1918, as a step to the union of Montenegro with the other Jugo-Slav peoples under the crown of Serbia.

Roumania: King Charles I died in October, 1914, and was succeeded by his nephew, King Ferdinand I.

Russia: Czar Nicholas II was forced to abdicate on March 15, 1917; he was slain some time in July, 1918, under circumstances which are still obscure.

Turkey: Sultan Mohammed V died July 3, 1918, and was succeeded by his brother. Mohammed VI.

COLLEGES REORGANIZE RESERVE OFFICERS TRAINING CORPS

With the demobilization of the Students' Army Training Corps, the colleges of the United States will not give up their connection with military training, but instead will turn their attention to the Reserve Officers' Training Corps. Before the war, there were about one hundred fifteen units of the Reserve Officers' Training Corps in the various colleges. About one hundred of these are now being reëstablished and applications have been received for about two hundred new units. Hence something like three fifths of the five hundred institutions in the Students' Army Training Corps will start at once with units of the Reserve Officers' Training Corps.

One important change in the organization of the Reserve Officers' Training Corps is being worked out. This change in regulations will allow the units to specialize in training officer material for the various corps of the Army such as the field artillery, engineering corps, signal corps, coast artillery, ordnance, medical corps, and military aeronautics, instead of the uniform training for infantry which was the rule before the war.

In addition to the collegiate units, plans are now under way to establish junior units in secondary schools. City high school corps are already established in Boston, Chicago, Denver, and a large number of other cities.

The change from the Students' Army Training Corps to the Reserve Officers' Training Corps is being made so rapidly that a large part of the equipment used in the various institutions for the Students' Army Training Corps will be kept on hand to be used for the Reserve Officers' Training Corps. The administration of the Reserve Officers' Training Corps has been placed in the hands of the Committee on Education and Special Training, which operates under the training and instruction branch of the war plans division of the General Staff. The Committee will attempt to make available a large amount of scientific and technical material which has been developed by the experience of the war, and in all units of the Reserve Officers' Training Corps special emphasis will be placed on physical training and mass athletics.

THRIFT AND WAR SAVINGS FOR 1919

The signing of the armistice, on November 11, necessitated a reorganization of the National War Savings Committee, and, consequently, a revision of the plan for its work in the schools. The work was formerly in charge of the Division of the War Savings Committee, the name of which has recently been changed to the Section on Educational Institutions, Savings Division, War Loan Organization, with headquarters in the United States Treasury, Washington.

The activities of the new Section on Educational Institutions will be broadened so that the teachers of America may keep themselves and their pupils fully informed concerning the progress of the 1919 campaign for the sale of Government Savings Stamps. This information will be distributed through the following channels:

Extension divisions of universities, colleges, and normal schools; State Departments of Education, which will coöperate more closely with county and city superintendents and the teaching staff generally; regular announcements in NATIONAL SCHOOL SERVICE; articles in the educational press; material to supplement the regular curriculum.

The original plan outlined in the NATIONAL SCHOOL SERVICE for September has been followed up to the present.

The Thrift Program

The thrift program for the remainder of the school year as originally announced subject to change is as follows:

January.—The distribution of a clearing house bulletin showing successful methods and devices used in the sale of stamps, and of "Written English," containing a list of subjects on thrift with unique methods of interesting children.

February.—Use of the "Thrift Reader" to be sent free to all schools.

March.—A campaign to teach children, by the aid of the Thrift stamps and War Savings stamps, the simple facts and principles related to labor and capital.

April.—The emphasis of thrift in relation to democracy.

May.—Plans for carrying on the summer activities in thrift and savings.

LIBRARY WAR SERVICE

46 library buildings in operation.

48 large camp libraries established.

176 hospitals and Red Cross houses supplied with books.

299 librarians in the service.

373 military camps and posts and 54 aviation fields, including schools and repair depots, equipped with book collections.

166 naval stations, 43 marine stations, and 363 vessels supplied with libraries.

1,656 branches and stations placed in Y. M. C. A. and K. of C. huts, barracks and mess halls.

42,550 magazines shipped overseas, now occupying one-fifth of the tonnage space.

902,685 books purchased, largely technical, of which 433,550 were sent overseas.

1,521,639 books shipped overseas.

3,655,110 gift books in service.

NATIONAL
School Service

Bureau of education, DIVISION OF EDUCATIONAL EXTENSION, DEPARTMENT OF THE INTERIOR

VOLUME I | WASHINGTON, D.C., JANUARY 15, 1919 | NUMBER 10

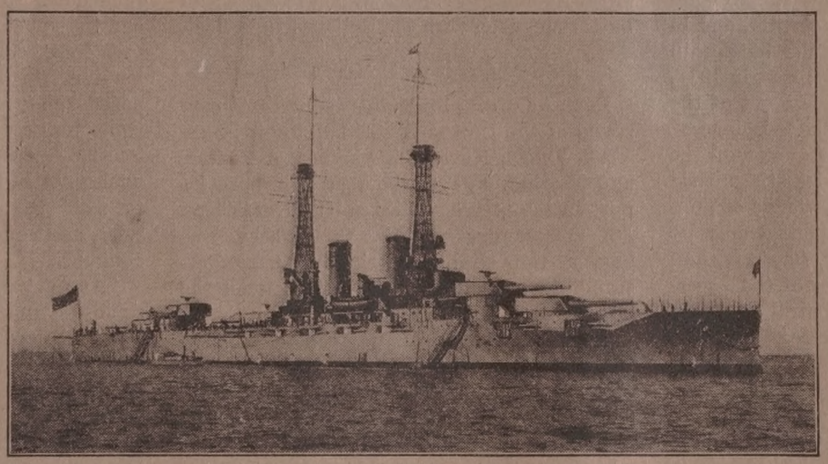
COMMANDERS OF ALLIED FLEETS

Work of Admirals Jellicoe, Beatty, Sims, and Rodman—Surrender of the German Fleet

Though less known to the public, the part of the Allied navies in the war is no less notable than that of the armies, and, if anything, it is even more fascinating in interest.

Work of the British Navy

By a fortunate stroke, the British fleet was assembled for grand maneuvers in the English Channel in July, 1914. Because of the storm clouds of war which hung black on the European horizon, the fleet was not dispersed when the maneuvers were ended. When the storm broke, the British fleet was already stripped for war. Almost from the start it held the German fleet close in harbor; swept German commerce from the seas; maintained an increasingly rigid blockade; convoyed ships containing food, munitions, and several millions of men across the Channel, and transported other millions from her outlying colonies and later from the United States.



The Battleship New York, the Flagship of Rear Admiral Hugh Rodman, who Commanded the American Battleships which Served with the British Grand Fleet in the North Sea During the Last Year of the War

Battle of Jutland

At the beginning of the war, Admiral Sir John R. Jellicoe was commander of the British grand fleet, and it was he who carried out the arrangements which effectually bottled up the German navy and rendered it almost powerless for offensive action. The battle of Jutland, fought in the North Sea, about 50 miles west of the peninsula of Jutland (Denmark) on May 31, 1916, was the occasion of his retirement. This was the only battle in which the British and the German battle fleets joined in combat. The British failed to win a decisive victory, in part because of Admiral Jellicoe's caution in stopping the pursuit of the fleeing German ships, because of "the threat of torpedo boat destroyer attacks during the rapidly approaching darkness." As a result of criticisms which followed, Admiral Jellicoe was transferred to shore duty in November, 1916.

Admiral Sir David Beatty

Admiral Sir David Beatty (pronounced *bā'-tĭ*) succeeded Admiral Jellicoe as commander of the British grand fleet. He was born in 1871, of a good family in the southeast of Ireland, and entered the British navy in 1884. He served in the Soudan in 1896-7, winning the distinguished service medal, and was promoted to be commander in 1898. He saw service again in China in 1900, and was promoted to be captain. In the present war he served with distinction from the beginning. He was in command of the British battle-cruiser fleet which met the numerically superior German fleet in the Jutland battle, and doggedly held them in combat in spite of heavy punishment, until Jellicoe's oncoming dreadnaught fleet could arrive.

Following Admiral Jellicoe's recall, Beatty was made commander of the British grand fleet as acting admiral. Although no second opportunity offered for battle with the German high seas fleet, Admiral Beatty performed with skill, courage, and ceaseless vigilance the hard task of keeping watch, through summer and winter, over the stormy northern seas. The success with which he performed this unseen task was not the least of the factors in the German collapse. An American officer who served with Admiral Beatty says that the British grand fleet was "the very backbone of the structure which has made a victorious peace a certainty." On November 21, Admiral Beatty had his reward when, standing on the bridge of his flagship, the *Queen Elizabeth*, he watched the surrendered German battle fleet steam slowly between the double

(Continued on page 2)

TRADE BLOCKADE HELPS WIN THE WAR

War Trade Board Created by President to Control Exports and Imports During War

A war trade blockade, second only in significance to the sea blockade against Germany by the Allied fleets, was effectively maintained by the United States, according to reports of the work of the War Trade Board, created by special order of President Wilson.

Controlled Foreign Trade

The War Trade Board has had a most significant part in the winning of the war, and a part about which, big as it was, little is known. The board is not, as some believe, a part of the War Department. It is entirely separate, yet, as General Pershing has recently testified, it has been a great aid to the army work. Its chief function has been to control the flow of exports and imports as related to foreign trade.

In this way it has helped to win the war.

Stop to answer these questions: Would there be a Peace Conference in Paris now if the Central Powers had not been in the broad sense starved? Would the Germans have been stopped at Château Thierry if the American Army had not been on the line to help stop them?

Helped Starve Germany

The War Trade Board helped to starve Germany by shutting off the supplies of food, raw material, and other things that she had to have in order to carry on the war. And the War Trade Board helped, through its conservation of tonnage, to provide the shipping space necessary to carry over our soldiers and take all the needed supplies to them and the Allies fighting in the cause of world freedom.

The way it did this was to control exports at the source—to prevent all exports from leaving the United States that might possibly directly or eventually result in benefit to the Central Powers. The Board also

(Continued on page 3)

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COMMANDERS OF ALLIED FLEETS

(Continued from page 1)

files of his own vessels into the Firth of Forth, in accordance with the armistice terms imposed by the Allies.

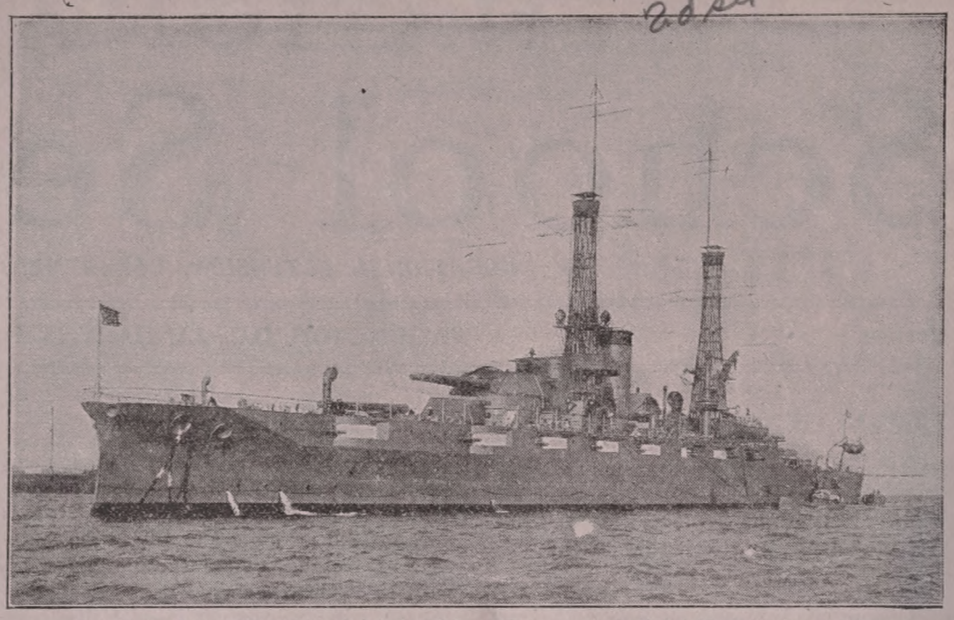
Coöperation of American Navy

But just as Foch's magnificent work on land would have been impossible without Pershing and the Americans, so Admiral Beatty's task could not have been performed so successfully without the aid of the American fleets under command of Admiral W. S. Sims, commander of the European forces of the American navy.

Admiral W. S. Sims

Admiral Sims was by birth a farmer's son, born at Fort Hope, Ontario, on October 15, 1858. Later the family removed to Pennsylvania and the son entered the Naval Academy at Annapolis, from which he was graduated in 1880. Some time after graduating he spent a year in Paris to perfect his knowledge of French, and was for a time naval attaché at Paris and at St. Petersburg. He served through the various grades of the navy, attaining the rank of commander in 1907, and captain in 1911. For seven years, 1902-09, he was inspector of target practice, and did much to raise the marksmanship of the American navy to the high level which it holds today. At the beginning of the European war, he commanded the Atlantic torpedo flotilla, and in 1915 was made captain of the battleship *Nevada*. When we entered the war, in 1917, he was a rear admiral, was president of the Naval War College, and, in the language of Secretary Daniels, was "easily one of the most intellectual, gifted, and distinguished officers of the navy. His knowledge of gunnery and seamanship was equalled only by his proficiency in diplomacy, strategy, and tactics." As chief commander of the American naval forces abroad, Admiral Sims has abundantly justified this praise.

Many able officers of our navy have worked with him, among whom have been the following: Vice-Admiral Wilson, cooperating with the French, with his base station at Brest; Rear-Admiral Niblack, with his base at Gibraltar; Rear-Admiral



The Pennsylvania, Flagship of Admiral Mayo, Commander-in-Chief U. S. Atlantic Fleet

Dunn, at the American naval base in the Azores; Rear-Admiral Strauss, in charge of the great mine barrage, 250 miles long, of over 50,000 anchored mines, which barred the North Sea from Scotland to Norway against German submarines; Captain Pringle, in charge of the torpedo boat destroyers with base at Queenstown, Ireland; Rear-Admiral Rodman, in command of the American battle squadron with the British grand fleet.

Battle Squadron Under Rodman

Rear-Admiral Rodman's squadron consisted of the United States battleships New York, Texas, Nevada, Wyoming, Arkansas, and Florida. For a whole year it bore its part in the active service of the North Sea. Its commander reports that there was "never the slightest friction, misunderstanding, or petty jealousies" between the British and American forces.

Rear-Admiral Rodman gives the following description of the work of the combined grand fleet: "It was our policy to go after the enemy every time he showed his nose outside of his ports; no matter when or where, whether in single ships, by divisions, or his whole fleet, out we went, day or night, rain or shine (and there was mighty little daylight and much less shine in the winter months), blow high or blow low, and chase him back in his hole. So persistent was this performance on our part, so sure were we to get after him, that, toward the end, he rarely ventured more than a few miles from his base; and immediately we would start after him back he would go into his hole, and haul his hole in after him.

"Every inducement was offered him to come out. Inferior forces were sent down into the Heligoland Bight to induce him to attack; valuable convoys were dispatched apparently without protection, and other devices to tempt him out; but he would not come. It is needless to add that such expeditions, on every occasion, were well guarded, and we were ready to pounce on him with unseen forces had he attempted to take advantage of the seeming small force of unprotected vessels."

Surrender of the German Fleet

The surrender of the German battle fleet is thus briefly but vividly described:

"The commander-in-chief of the grand fleet demanded and received what actually amounted to an unconditional surrender of the whole German navy. Under his orders the enemy's ships were disarmed, ammunition landed, torpedo warheads sent ashore, breechlocks and fire-control instruments removed, and every offensive utility rendered innocuous. Then, with reduced crews, under the command of a German admiral, in one long column, the heavy battleships leading, the Hun fleet sailed for a designated rendezvous, to arrive at a specified time, just outside of the Firth of Forth in Scotland, where the grand fleet lay at anchor. A light British cruiser was directed to meet the Germans, who were heading west, and conduct them in between our two columns.

"At a prearranged signal our forces swung symmetrically through 180 degrees, and still paralleling the enveloped Germans, conducted them into a designated anchorage in the entrance of the Firth of Forth. Then came a signal from the commander in chief to the surrendered fleet: 'At sundown lower your colors and do not hoist them again without permission.' Surely no greater

Admiral Beatty

Admiral Sims

U. of D.
MAR 15 1919

humiliation could have befallen them after their frequent and taunting boasts and threats.

"Helpless, Innocuous, Harmless"

"There is little else to be told. After an inspection by British and American officers to gain assurance that the ships were disarmed, they were sent in groups, under guard, to Scapa Flow, in the cold, dreary, bleak, God-forsaken harbor in the Orkneys, where the Grand Fleet had spent many a dreary month and year waiting like ferocious dogs in leash, watching and waiting to pounce on the German fleet should the opportunity ever occur. Here the Germans now lie at anchor in long symmetrical lines, helpless, innocuous, harmless, their sting and bite removed, their national colors lowered for good and all as a token of submission to their masters. They are corraled like wild and cruel beasts that have been hobbled. They are guarded by a single division of battleships.

"Our mission has been successfully accomplished; the German fleet is a thing of the past; the seas are safe and free to our own and our Allies' ships. The value of sea power could have no better demonstration."

OUR FLAG NEAR THEIR HEARTS

A very touching incident illustrates the patriotism of those Americans who had joined the French Foreign Legion before the United States entered the war. Not being able to fight openly under the Star Spangled Banner they procured an American flag and decided that each of them, in turn, should carry it wrapped around his breast. In this way our flag was present in all those numerous combats in which the colors of the Foreign Legion participated. Twice it was pierced by bullets and stained with the blood of wounds. Once he who carried it fell. The American volunteers searched the field and found their dead comrade, took from his body the well-beloved colors, and, armed with this emblem, they went forward to new exploits. When the United States took up the insulting defiance of Germany these American volunteers, already veterans, took their places in their national army and presented to France this flag which so proudly they had borne through numerous battles.

"NOT FIGHTING SCHOOLBOYS"

German officers frequently tried to keep up the fighting spirit of their soldiers by telling them of the dreadful things which they said would happen to them in case they fell into the hands of the Allies. Their soldiers were the more ready to believe these accounts because of the treatment they saw given by German authorities to prisoners taken from the Allies.

But one day three young German soldiers who had been taken prisoners by the British came back to their own lines, each with a loaf of fine white bread under his arm.

"We are fighting *men*, not schoolboys," was the message given them as they were dismissed by their British captors.

That incident made a great impression in the German armies. It helped to overcome their fear to surrender, for it showed them that they might expect humane treatment at the hands of their enemies.

TRADE BLOCKADE HELPS WIN THE WAR

(Continued from page 1)

excluded from the United States anything —unless we needed it badly enough—that would bring credit or money to Germany, and encouraged the importation of those things which we did need and which were necessary to protect the balance of trade with Neutrals.

Alien Enemy Acts

When the United States entered the war, there were many alien enemies within her borders and in every country of the world. So Congress passed two laws that had particular effect on this situation—the Espionage Act and the Trading with the Enemy Act. The first was approved June 15, 1917, the last October 6, 1917.

Under Title VII of the Espionage Act, it was provided that, upon the issuance of a proclamation by the President, "It shall be unlawful to export from or ship from or take out of the United States to any country named in such proclamation any article or articles named in such proclamation, except at such time or times, and under such regulations and orders, and subject to such limitations or exceptions as the President shall prescribe."

Exports Administrative Board

By an Executive Order of August 21, 1917, the President established the Exports Administrative Board.

But the war was a bigger thing than some people imagined. The passing of the Trading with the Enemy Act tightened the strings around the Enemy. Section 11 of this act added to the President's power the control of imports, providing that "whenever during the present war the President shall find that the public safety so requires, and shall make proclamation thereof, it shall be unlawful to import into the United States from any country named in such proclamation any article or articles mentioned in such proclamation except at such a time or times, and under such regulations and orders, and subject to such limitations or exceptions as the President shall prescribe."

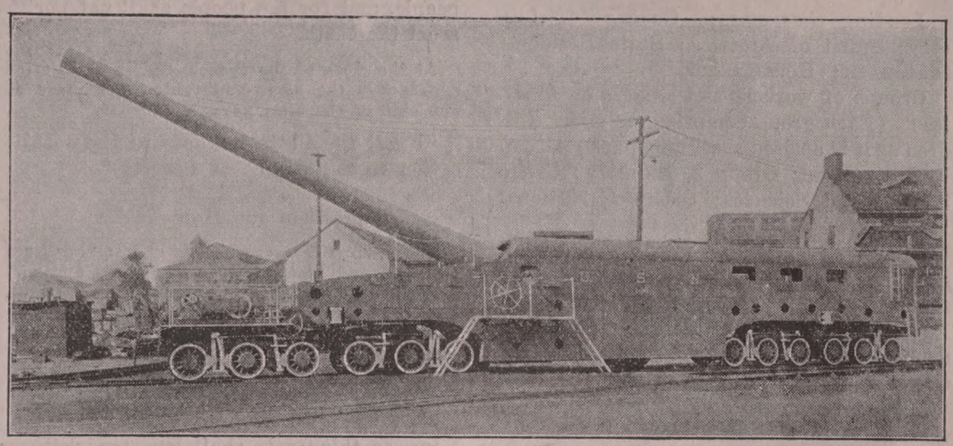
The War Trade Board Constituted

To the War Trade Board, which was constituted by Executive Order on October 12, 1917, and which succeeded to all the functions of the Exports Administrative Board, was confided the executive administration of these statutory provisions. The board was given full power and authority to issue or withhold or refuse licenses for the importation of all articles whose importation may be controlled by any proclamation issued under the Trading with the Enemy Act.

Licensing Exports and Imports

The Board issues rulings or regulations, upon the passing of which the granting of licenses to export or import may be considered. The granting or the withholding of a license has depended upon whether the commodity was or was not needed by the United States and its associates for winning the war. An equally important consideration has been the stifling of enemy trade.

This is but a brief statement of the work of the War Trade Board, but the ramifications of that work have been vast. You may understand it better by one suggestion. It was a simple matter to say to exporters, you can't export anything to Germany. But Germany was trading with Switzerland and Greece, Spain and Holland, Denmark, Sweden and Norway, and some Latin-American countries. So we had to see that Germany could not get coffee, or cotton, or thread, and a thousand and one things she wanted indirectly from us through those countries. This was the business of the War Trade Board.



One of the Huge Naval Guns Which Were Mounted on Steel-Clad Cars to Form the Dry-Land Squadron Which Bombarded Metz

GENERAL HAIG'S FAMOUS ORDER

The following order was issued by General Haig, commander in chief of the British armies in France, at the height of the German drive in 1918. It shows the spirit which, coöperating with General Foch's strategy and the newly arriving American troops, turned desperate defeat into victory.

"Every position must be held to the last man. There must be no retirement. With our backs to the wall, and believing in the justice of our cause, each one of us must fight to the end. The safety of our homes and the freedom of mankind depend alike upon the conduct of each one of us at this critical moment."

AT THE ALTAR OF FREEDOM

A Patriotic Pageant Interpreting the Spirit and Ideals of America and Symbolizing the Dedication of Youth to Community Service for the Country.

This pageant is arranged for a simple production, requiring no complicated stage setting and no elaborate costumes. The harmony of the pageant suggests that the girls be dressed in some white material in simple Greek lines, the boys in white duck suits. The flags, banners, and colored scarfs will enhance the effect by introducing the beauty of color. If preferred, a more elaborate stage setting with special costuming, such as national or peasant costumes, may be used.

Nearly all the parts to be learned are taken from literary and historic sources, thus securing for the children associations of permanent value and significance. This pageant is especially fitted for use in patriotic programs or in graduating exercises where it is desirable that every member of the class take an active part.

Persons Appearing

Leading characters: Goddess of Liberty; Spirit of America; State Builders: Statesman; Home-maker.

Groups of workers and singers of America: (Each group comprises as many children as it is desired shall take part.) Group 1, Agriculture; Group 2, Industry; Group 3, Arts and Sciences; Group 4, National Defense.

Groups of nations: (Each group comprises as many children as it is desired shall take part.) Group 1, Band of Early Explorers—Leader, Columbus; Group 2, Scandinavia; Group 3, Great Britain; Group 4, Europe; Group 5, The Orient.

Ushers, the number to be determined by the number of children desired.

Two Trumpeters.

The Setting

In the center of stage an altar simple in outline and gray in color, on the altar a lamp of knowledge with enlarged bowl. In the lamp an electric light so arranged as to throw a strong white light on the figure of the Goddess of Liberty at the end of pageant. At the back of the altar, curtains of some soft, heavy material in rich blue tone.

Enter first the ushers and trumpeters while the children in the audience and groups behind the scenes sing "America." The ushers and trumpeters take their places in front of the entrance to the stage, the two trumpeters in center. As the hymn to America is finished the trumpeters blow a clear note on their trumpets, then the ushers say:

"Hail Spirit of America!"

The ushers then separate and the two trumpeters hold up their trumpets like an arch under which Spirit of America enters. Spirit of America carries a banner embroidered with "In God We Trust," and wears a star in her hair.

Spirit of America

Coming to the front of the stage, Spirit of America addresses the audience in the following words from Lincoln's Gettysburg Speech:

Fellow Citizens: Fourscore and seven years ago our fathers brought forth upon this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal. . . . It is for us, the living, rather to be dedicated here to the unfinished work which they who fought here so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation under God, shall have a new birth of freedom, and that government of the people, by the people, and for the people shall not perish from the earth.

At the close of the speech, Spirit of America approaches the altar and taking her place at one side of the altar says:

"I call the State builders to their dedication to the service of Liberty."

Statesman and Home-maker

The trumpeters sound their call to the State builders, and forming an arch, a boy and girl enter, carrying a furled American flag. Across the boy's coat is a band with "Statesman" on it, across the girl's dress a band with "Home-maker." They approach the altar, unfurl the flag, arranging it so that it hangs above the altar, then say together the following words from Sidney Lanier's "Centennial Cantata":

Long as thine arts shall love true love,
Long as thy science truth shall know,
Long as thine eagle harms no dove,
Long as thy law by law shall grow,
Long as thy God is God above,
Thy brother every man below,
So long dear land of all our love
Thy name shall shine, thy fame shall grow.

The Statesman then takes his place at one side of the altar, the Home-maker on the other. Separately they say the following lines of Walt Whitman, while looking off as in a vision across the audience:

Statesman

I hear America singing, the varied Carols I hear,
Those of the mechanics each one singing his as it should be blithe and strong,
The carpenter singing his as he measures his plank or beam,
The mason singing his as he makes ready for work or leaves off work,
The boatman singing what belongs to him in his boat, the deckhand singing on the steamboat deck,
The shoemaker singing as he sits on his bench, the hatter singing as he stands,
The wood cutter's song, the plough boy's on his way in the morning, or at noon intermission, or at sundown.

Home-maker

I hear America singing, the varied carols I hear,
The delicious singing of the mother or of the young wife at work, or of the girl sewing or washing,
Each singing what belongs to him or to her and to none else,
Singing with open mouths their strong melodious songs.

At close of verses "Spirit of America" says:

"I call you workers and singers of America to bring your offerings to this altar dedicated to Liberty."

Groups of Workers

The trumpets sound. The ushers separate and groups of workers enter, beneath the arch formed by the trumpets. Those in each group are bound together by bands, with the name of the group. Agriculture, Industry, Arts and Sciences, National Defense in turn approach the altar and a child in each group lays on the altar some product from the school garden. The leader of Agriculture speaks in the following words from Longfellow's "Hiawatha":

All around the happy village
Stood the maize fields green and shining,
Waved the green plumes of Mendomin,
Waved his soft and sunny tresses,
Filling all the land with plenty.
And they called the women round them,
Called the young men and the maidens
To the harvest of the corn fields,
To the husking of the maize ear.

Agriculture then takes its place on one side of altar and Industry approaches, and lays on the altar some product of the school carpentry class.

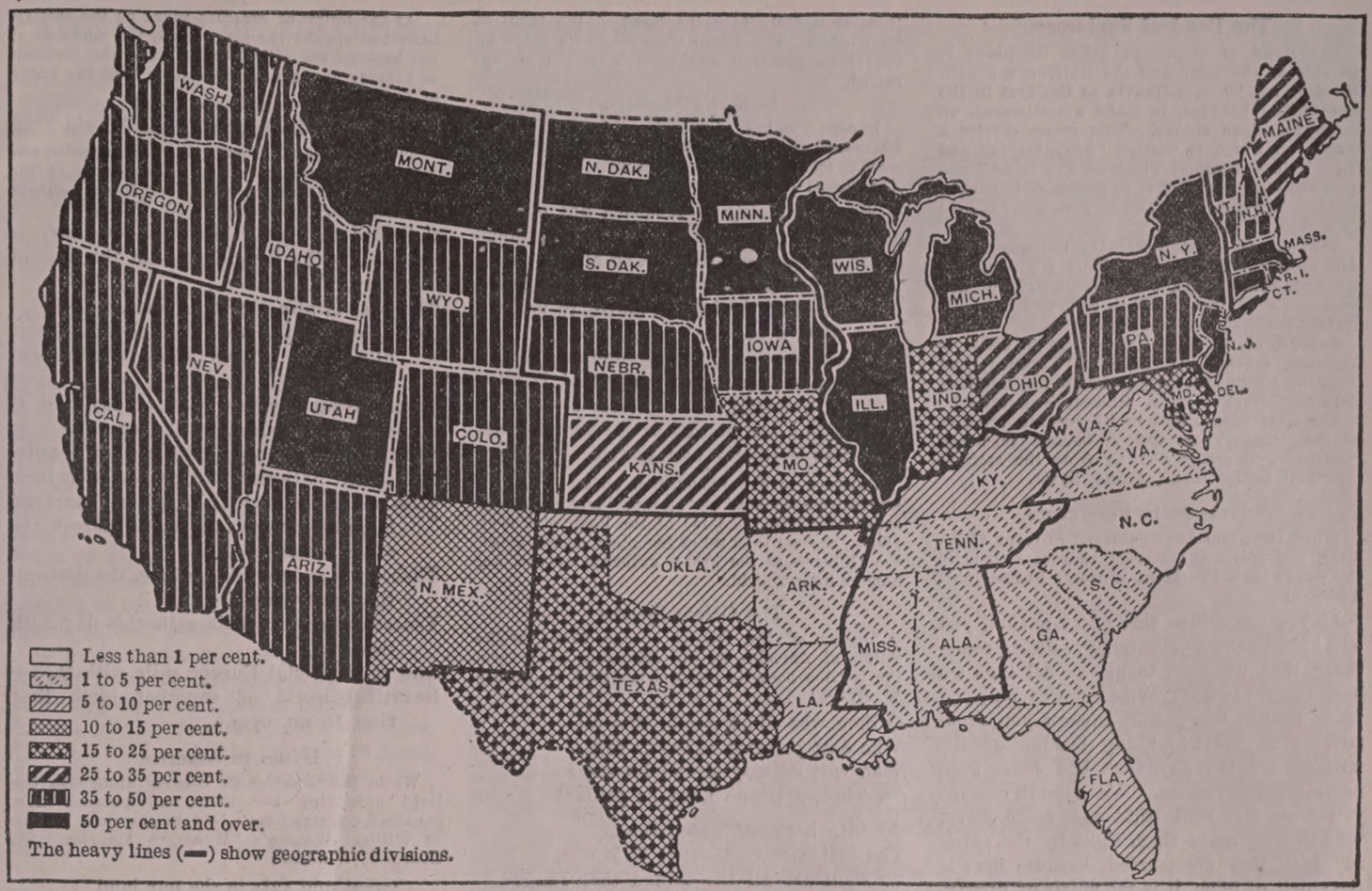
Industry's Message

Industry's leader speaks these lines from Van Dyke's "Toiling of Felix":

There the workman saw his labour taking form and bearing fruit,
Like a tree with splendid branches rising from a humble root,
Looking at the distant city, temples, houses, domes and towers,
The workman cried in exultation "All the mighty work is ours—
Every mason in the quarry, every builder on the shore,
Every chopper in the palm grove, every raftsman at the oar—

SACRED MYSTERY OF DEMOCRACY

Whatever the vigor and vitality of the stock from which he sprang, its mere vigor and soundness do not explain where this man got his great heart that seemed to comprehend all mankind in its catholic and benignant sympathy, the mind that sat enthroned behind those brooding, melancholy eyes, whose vision swept many an horizon which those about him dreamed not of,—that mind that comprehended what it had never seen, and understood the language of affairs with the ready ease of one to the manner born,—or that nature which seemed in its varied richness to be the familiar of men of every way of life. This is the sacred mystery of democracy; that its richest fruits spring up out of soils which no man has prepared and in circumstances amidst which they are the least expected.—*Woodrow Wilson, in an Address at Lincoln's Birthplace.*



The Need for Americanization—Per Cent of Foreign Born Whites, and Native Whites of Foreign or Mixed Parentage, Combined in the Total Population, by States, in 1910

Hewing wood and drawing water, splitting stones and cleaving sod—
All the dusty ranks of labor, in the regiment of God,
March together toward his triumph, do the task his hands prepare,
Honest toil is holy service; faithful work is praise and prayer."

Group of Industry then takes its place on one side of the altar and Arts and Sciences come forward, one child in group carrying a violin, or some other musical instrument, plays a short melody and places a musical instrument on the altar; another child places on the altar a loaf of bread from the class in cooking.

Arts and Sciences

Leader of Arts and Sciences speaks, from the words of John G. Whittier:

Oh Freedom! If to me belong
Nor Mighty Milton's gift divine,
Nor Marvell's wit and graceful song,
Still with a love as deep and strong,
As theirs, I lay like them my best gifts on thy shrine.

Group of Arts and Sciences then takes its place at the side of the altar and the National Defense group comes forward, laying a sword on the altar.

The leader speaks the lines from Lowell's "Commemoration Ode":

Oh Beautiful! My Country! Ours once more!
What words divine of lover or of poet,
Could tell our love and make thee know it,
Among the nations bright beyond compare?
What were our lives without thee?
What all our lives to save thee?
We seek now what we gave thee,
We will not dare to doubt thee,
But ask whatever else and we will dare!

All the groups thus far gathered and the children in the audience sing the first verse of "Star Spangled Banner." Spirit of America then addresses the State Builders and Groups about the altar:

"Statesmen, Homemaker, workers and singers of America, in this dedication of ourselves to the service of Liberty, in the continuous renewal of our gifts upon her altar, we must call upon all the nations of the world to be our task-mates."

Then looking off as into the distance continues, in the words of Longfellow's "Hiawatha":

I beheld, too, in that vision
All the secrets of the future,
Of the distant days that shall be.
I beheld the westward marches
Of the unknown crowded nations.
All the land was full of people,
Restless, struggling, toiling, striving,
Speaking many tongues yet feeling
But one heart beat in their bosoms.

The New Citizenship

The trumpeters give their call and the Group of Nations, led by the Group of Explorers, enter under the arch formed by the trumpeters. As they enter, they sing the following words from Percy MacKaye's Pageant "The New Citizenship":

A star—a star in the west!
Out of the wave it rose,
And it led us forth on a world far quest
Where the Mesas scorched and the Moorlands froze,
It lured us without rest—
With yearning—yearning—oh!
It sang (as it beckoned us)
A music vast, adventurous
America!
A star—a star in the dawn!
Bright from God's blow it gleams
With hallowed song its holy beams
Urge us forever on
Chanting—chanting—oh!
It builds (as it blesses us)
A Union strong, harmonious,
America!

As the song ends, the Band of Explorers gathers in front of the altar. The Groups of Nations remain at some distance from altar. The leader of Explorers, representing Columbus, speaks, from Walt Whitman's "Columbus":

I cannot rest, oh God,
Till I put forth myself, my prayer, once more to thee!
Oh I am sure they really came from thee,
The urge, the ardor, the unconquerable will.
The potent, felt, interior command, stronger than words,
A message from the heavens whispering to me even in sleep,
These sped me on.
By me and these the work so far accomplished,
By me earth's elder cloy'd and stifled lands, uncloy'd, unloos'd,
By me the hemispheres rounded and tied, the unknown to the known.

[Pauses a moment, looks intently at the Groups of Nations as if in the distance, then continues]

And these things I see suddenly what mean they?
As of some miracle, some hand divine unseal'd my eyes,
Shadowy vast shapes smile through the air and sky,
And on the distant waves sail countless ships
And anthems in new tongues I hear saluting me.

The Band of Explorers

The Band of Explorers takes its place at the side of the altar and the Nations approach the altar led by Scandinavia as the first in the time of the Vikings, to make a settlement, on North American shores. This group carries a banner on which is written "Scandinavia" and "Lief Ericsson Found Vineland The Good," and from the staff float scarfs in colors of Denmark, Sweden, Norway. The end of each scarf is held by a child in the group.

Next comes Great Britain as the second nation to settle in America. This group carries a banner embroidered with "Great Britain" and from the staff float scarfs in colors of England, Wales, Scotland, and Ireland.

Europe, as the next great group to settle in America, carries her banner, "Europe," and from the staff float scarfs from France, Belgium, Germany, Russia, Italy, Greece, Switzerland.

The final group, last in its seeking America is the Orient, carrying a banner inscribed "Orient" and scarfs floating from the staff to represent India, Japan, China, Syria.

A Message to Foreigners

When the groups are gathered in front of the altar, the Spirit of America addresses them in the words from President Wilson's Philadelphia Address:

If you come into this great nation, you will have to come voluntarily, seeking something that we have to give. All that we have to give is this: We cannot exempt you from work. We cannot exempt you from strife, the heart-breaking burden of the struggle of the day that has come unto mankind everywhere. We cannot exempt you from the loads that you must carry, we can only make them light by the spirit in which they are carried, because that is the spirit of hope, it is the spirit of liberty, it is the spirit of Justice.

Scandinavia's Answer

The leader of the Scandinavia group speaks first in words from Walt Whitman's "The Pioneers":

Have the elder races halted?
Do they droop and end their lesson, wearied
there beyond the seas?
We take up the task eternal, and the
Burden and the lesson,
Pioneers! O Pioneers!
All the pulses of the world
Falling in, they beat for us, with the
western movement beat;
Holding single or together, steady, moving,
all for us.
Pioneers! O Pioneers!
Till with sound of trumpet peal
Far, far off the day break call—hark how
clear we hear it wind;
Swift! Spring forward to your place!
Swift! And bear the brunt of danger,
Pioneers! O Pioneers!

The children in the group unfasten the colored scarfs from the banner staff and drop them separately into the bowl of the lamp of knowledge on the altar.

The Scandinavia group then takes its place on stage gathered about its banner high upraised.

Great Britain Speaks

Great Britain steps forward and the leader speaks to Spirit of America in the following words from Walter Scott's "Kenilworth":

We bring from the ancient Briton his bold and tameless spirit of freedom; from the Roman his disciplined courage in war, with his love of letters and civilization in times of peace—from the Saxon his wise and equitable laws—and from the chivalrous Norman his love of honor and courtesy with his generous desire for glory.

As the leader stops speaking the children unfasten colored scarfs from the staff and drop them separately into the bowl of the lamp of knowledge. The group then takes its place on the stage gathered about its banner high upraised.

Europe's Message

Europe comes forward and the leader addresses Spirit of America in the following words from President Wilson's Philadelphia Addresses:

We are coming to America not only to earn a living, not only to seek the things which it was more difficult to obtain where we were born, but to help forward the great enterprises of the human spirit, to let men know that everywhere in the world there are men who will cross strange oceans and go where a speech is spoken that is alien to them, knowing that whatever the speech, there is but one longing of the human heart and that is liberty and justice.

Children in the group then unfasten colored scarfs from the staff of "Europe" and drop them separately into the bowl of the lamp of knowledge. Europe then takes her place on the stage, the children of the group gathered around her banner high upheld.

The Orient Speaks

Leader of the Orient speaks then to the Spirit of America in the following lines from the Hindoo poet Kalidoso, translated by Arthur W. Ryder:

O thou who didst create this all
Who dost preserve it lest it fall,
Who wilt destroy it and its ways—
To Thee, a triune Lord be praise!

As into heavens' water run
The tastes of earth—yet it is one,
So thou art all the things that range
The universe, yet dost not change.

Though many different paths, O Lord, may
lead us to some great reward,
They gather and are merged in thee
Like floods of Ganges in the sea.

Children in this group unfasten the colored scarfs from the staff and drop them separately into the bowl; the Orient group then takes its place on the stage about the staff.

The Statesman steps forward and speaks to the Spirit of America in these lines from Henry Van Dyke:

And Thou my country, write it on thy
heart,
Thy sons are they who nobly take thy part;
Who dedicates his manhood at thy shrine,
Wherever born, is born a son of thine;
Foreign in name, but not in soul, they come
To find in thee their long desired home;
Lovers of liberty and haters of disorder,
They shall be built in strength along thy
border.

America's Word to Her Workers

The Spirit of America then addresses all the groups now gathered about the altar:

"State Builders, Workers, and Singers of America, you have brought to this altar your services and your different gifts to dedicate to the service of Liberty, but without continual renewal of service from all nations of the world your gifts would diminish and your dedication decrease in value. We therefore called upon you, all the peoples of Earth, to dedicate yourselves at our altar of Liberty. So you nations of the world have placed in this bowl the varied colors of your own diversified nationalities, and behold, as white is the product of all the colors of the spectrum, so in the blending of these your national colors there shall shine forth [*turning on the light*] the pure white light of Liberty and Truth!"

As the Spirit of America turns on the electric light and speaks the last words, the curtains at the back of the altar separate and the Goddess of Liberty appears in the full light of the Lamp of Knowledge.

Liberty Enlightening the World

The Goddess of Liberty dressed in white and carrying a torch to suggest the Statue of the Goddess of Liberty in New York Harbor speaks the following lines from Walt Whitman:

Sail, sail thy best, ship of Democracy,
Of value is thy freight, 'tis not the present
only,
The past is also stored in thee,
Thou holdest not the venture of thyself
alone, not of the Western continent
alone,
Earth's resumé entire floats on thy keel, O
ship, is steadied by thy spars!
With thee time voyages in trust, the ante-
cedent nations sink or swim with thee.
With all their ancient struggles, martyrs,
heroes, epics, wars, thou bearest the
other continents
Theirs, theirs as much as thine, the destina-
tion post triumphant;
Venerable priestly Asia sails this day with
thee
And royal feudal Europe sails with thee—
Beautiful world of superber birth that
rises to my eyes.

Hymn to America

While the Goddess of Liberty stands in the light upholding her torch, all persons now gathered on stage may join in the final chorus of William Watson's "Hymn to America," St. George's, Windsor:

Great and fair is she our land,
High of heart and strong of hand;
Dawn is on her forehead still,
In her veins youth's arrowy thrill,
Hers are riches, might, and fame;
All the Earth resounds her name;
In her roadsteads navies ride;
Hath she need of aught beside?

Power unseen, before whose eyes
Nations fall and nations rise,
Grant she climb not to her goal
All-forgetful of the soul!
True in honor be she found,
Justice-armed and mercy-crowned,
Blest in labor, blest in ease,
Blest in noiseless charities.

Unenslaved by things that must
Yield full soon to moth and rust,
Let her hold a light on high
Men unborn may travel by—
Mightier still she then shall stand,
Moulded by that secret hand,
Power Eternal, at whose call
Nations rise and Nations fall!

—*Isabel Kimball Whiting.*

THE RED CROSS

Sign of the Love Divine
That bends to bear the load
Of all who suffer, all who bleed,
Along life's thorny road.

Sign of the Heart Humane,
That through the darkest fight
Would bring to wounded friend and foe
A ministry of light;

O dear and holy sign,
Lead onward like a star!
The armies of the just are thine,
And all we have and are.

—*Henry Van Dyke.*

"THE AVENUE OF THE ALLIES"

[*This poem was written by Alfred Noyes, the English poet, during the campaign for the Fourth Liberty Loan when Fifth Avenue was happily called "The Avenue of the Allies" as it flew the flags of all nations.*]

This is the song of the wind as it came
Tossing the flags of the nations to flame:

I am the breath of God. I am His laughter.
I am His Liberty. That is my name.

So it descended, at night, on the city.
So it went lavishing beauty and pity,
Lighting the lordliest street of the world
With half of the banners that earth has unfurled;
Over the lamps that are brighter than stars,
Laughing aloud on its way to the wars,
Proud as America, sweeping along
Death and destruction like notes in a song,
Leaping to battle as man to his mate,
Joyous as God when he moved to create—
Never was voice of a nation so glorious,
Glad of its cause and afire with its fate!
Never did eagle on mightier pinion
Tower to the height of a brighter dominion,
Kindling the hope of the prophets to flame,
Calling aloud on the deep as it came,

Cleave me away for an army with banners.
I am His Liberty. That is my name.

Know you the meaning of all they are doing?
Know you the light that their soul is pursuing?
Know you the might of the world they are making,
This nation of nations whose heart is awaking?
What is this mingling of peoples and races?
Look at the wonder and joy in their faces!
Look how the folds of the union are spreading!
Look, for the nations are come to their wedding.
How shall the folk of our tongue be afraid of it?
England was born of it. England was made of it,
Made of this, welding of tribes into one,
This marriage of pilgrims that followed the sun!
Briton and Roman and Saxon were drawn
By winds of this Pentecost, out of the dawn,
Westward, to make her one people of many;
But here is a union more mighty than any.
Know you the soul of this deep exultation?
Know you the word that goes forth to this nation.

I am the breath of God. I am His Liberty.
Let there be light over all His creation.

Over this Continent, wholly united,
They that were foemen in Europe are plighted.
Here in a league that our blindness and pride
Doubted and flouted and mocked and denied,
Dawns the Republic, the laughing, gigantic
Europe, united, beyond the Atlantic.
That is America, speaking one tongue,
Acting her epics before they are sung,

The Arch of Freedom Now Being Erected on "The Avenue of the Allies" as a Temporary Memorial to American Soldiers Who Made the Great Sacrifice

Driving her rails from the palms to the snow,
Through States that are greater than Emperors know,
Forty-eight States that are empires in might,
But ruled by the will of one people tonight,
Nerved as one body, with net-works of steel,
Merging their strength in the one Commonweal,
Brooking no poverty, mocking at Mars,
Building their cities to talk with the stars,
Thriving, increasing by myriads again
Till even in numbers old Europe shall wane—
How shall a son of the England they fought
Fail to declare the full pride of his thought,
Stand with the scoffers who, year after year,
Bring the Republic their half-hidden sneer?
Now, as in beauty she stands at our side,
Who shall withhold the full gift of his pride?
Not the great England who knows that her son,
Washington, fought her, and Liberty won.
England, whose names like the stars in their station,
Stand at the foot of that world's Declaration—
Washington, Livingston, Langdon, she claims them.
It is her right to be proud when she names them,
Proud of that voice in the night as it came,
Tossing the flags of the nations to flame:

I am the breath of God. I am His laughter.
I am His Liberty. That is my name.

Flags, in themselves are but rags that are dyed.
Flags, in that wind, are a nation enskied.
See, how they grapple the night as it rolls
And trample it under like triumphing souls.
Over the city that never knew sleep,
Look at the crimsons and golds as they leap,
Thousands of tri-colors laughing for France,
Ripple and whisper and thunder and dance;
Thousands of flags for Great Britain aflame
Answer their sisters in Liberty's name.
Belgium is burning in pride overhead.
Nippon is near, and her sun-rise is red.

Under and over and fluttering between
Italy burgeons in red, white, and green.
See, how they climb like adventurous flowers,
Over the tops of the terrible towers . . . .

There, in the darkness, the glories are mated.
There, in the darkness, a world is created.
There, in this Pentecost, streaming on high.
There, with a glory of stars in the sky.
There the broad flag of the world and its liberty
Rides the proud night-wind and tyrannies die.

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* * * and the stern night cried Peace!
And shut the strife in darkness,
Then slowly crept a triumph on the dark—
And I heard Beauty singing up the hill.
—*John Freeman in "The Westminster Gazette."*

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L. D. Coffman, Dean, College of Education, University of Minnesota, Minneapolis, Minnesota.
R. J. Condon, Superintendent, Public Schools, Cincinnati, Ohio.
Thomas E. Finegan, Deputy Commissioner and Assistant Commissioner for Elementary Education, Albany, New York.
Miss Alice Florer, Assistant State Superintendent, Lincoln, Nebraska.
Rev. Augustine F. Hickey, Diocesan Supervisor of Schools, Boston, Massachusetts.
F. M. Hunter, Superintendent, Public Schools, Oakland, California.
D. B. Waldo, President, State Normal School, Kalamazoo, Michigan.
H. G. Williams, President, National Educational Press Association, Columbus, Ohio.

STATE EDITORIAL BOARDS

State Editorial Boards, each consisting of five members appointed by the State Superintendents, represent the classroom teachers of the several States.

No words of ours can express the deep regret with which the teachers of the United States learned of the death of Theodore Roosevelt. For twenty years, the character and achievements of this great American have been an inspiration to the youth of the land—an ideal of intense and unselfish devotion to the common good. A nation is something more than a geographical unit. It is something more than a mere aggregation of human beings. Essentially it is a community of ideals and aspirations, made strong and enduring because they cluster about the names and deeds of men and women who dreamed unselfish dreams and wrought steadfastly that these dreams might come true. It was this rare combination of the man of vision and the man of action that Theodore Roosevelt so finely typified. His memory will be an undying part of our American heritage.

The great peril of the immediate future is the red terror that already has Russia in its bloody grip and now threatens Central Europe. From one point of view, it is a natural and expected reaction—a reaction not only against the oppression and tyranny of autocracy, but also against middle-class smugness and self-seeking. But its danger is none the less for this reason. Its breath of life is ignorance and superstition. Its appeal is to the most primitive passions. Its chief weapon is terrorism—the same "frightfulness" that has cost Germany her last shred of national honor. Even if its purpose has been to tear down what is unworthy, its processes have been without discrimination. Whether its motives be sincere or sinister — institution is immune from its sword and its torch. The thought is sobering; and in spite of the victory that thrills us in a righteous cause, it proves a deep lesson for a democracy like ours. Changes must come in the political and social orders—complete and fundamental changes that we may hardly now even suspect. But we have the developed channels through which such changes may be steadily wrought—reflection, discussion, collective action. He for whom these methods are too slow is our common enemy who seeks to undermine the only foundation on which a sound society can rest.

Probably no work of teaching is at once so important and so beset with pitfalls as that which deals with the history of war. So difficult is it to "teach war" helpfully that well-meaning reformers have even proposed that the study of war be eliminated from our school programs. But to distort history in this way would be fatal to the very cause of peace that these reformers have at heart. Blindly to shut our eyes to the great lessons that war teaches would mean that, sooner or later, the wars of the past would have to be fought again. And one of these lessons is the fact that war has served in the past, as no other agency has served, to bring people together in a common cause. It is safe to predict that there will be war until men and women are willing and anxious to forget themselves and seek the common good without the primitive but powerful stimulus that armed conflict so quickly and so terribly supplies. It is upon this possibility that the success of the League of Nations will depend. Can every nation and every people sacrifice to serve? Can this lesson, so fundamental to the future peace of the world, be indelibly impressed upon each succeeding generation? This is not primarily a political problem or an economic problem. It is rather an educational problem which the schools and the teachers of all countries must combine to solve. Great international conferences on education may not be uncommon in the years to come, if the educational leaders rise to meet their full responsibility.

The public-school teachers scarcely appreciate what a powerful influence they may exert in the improvement of educational conditions provided only that they work together in the common cause and with an eye single to the public good. They number more than six hundred thousand—the largest group of practitioners in any one of the so-called professions. They are in close touch with the people—charged with the care and oversight of the people's children. In spite of the slurs that are sometimes cast upon their service, and in spite of the meagre financial rewards that even the most faithful and efficient teaching brings, it still remains true that the teacher as a type has the confidence of the public. It is not too much to say that, within a decade, this great group of six hundred thousand teachers could by concerted and unselfish action raise the public schools of the nation to a plane of efficiency that would be worthy of the place that education must come to occupy if the democratic ideal is to be realized.

They could solve the rural-school problem. They could reduce illiteracy. They could insure the dominance of sterling Americanism in every corner of the land. They could place their own calling upon the basis of a permanent and well-rewarded profession. Through a program of health education, they could double or treble the effective strength of the nation. All of these achievements which would mean so much to the permanence of democratic institutions are possible to them in a measure unapproached by any other group in our population. It is only a matter of "getting together" and working together for the common good.

A WAR BETWEEN SYSTEMS OF CULTURE

I agree with the intimation which has been conveyed today that the terrible war through which we have just passed has not been only a war between nations, but that it has been also a war between systems of culture—the one system the aggressive system, using science without conscience, stripping learning of its moral restraints and using every faculty of the human mind to do wrong to the whole race; the other system reminiscent of the high traditions of men, reminiscent of all these struggles, some of them obscure, but others closely revealed to history, of men of indomitable spirit everywhere struggling toward the right and seeking above all things else to be free.

The triumph of freedom in this war means that that spirit shall now dominate the world. There is a great wave of moral force moving through the world, and every man who opposes himself to that wave will go down in disgrace.—*President Wilson, at the University of Paris, December 21, 1918.*

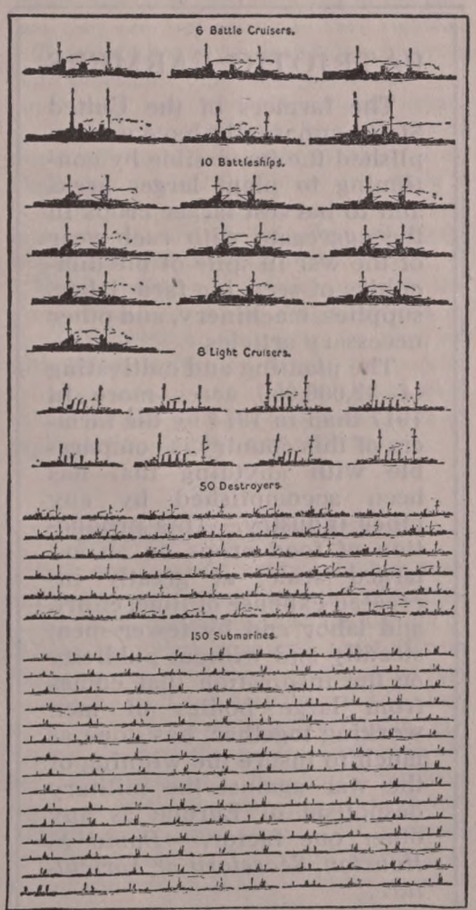
FIGHT FOR AMERICANISM

Roosevelt's Last Public Message Urges Undivided Allegiance—One Language, One Flag, One Soul Loyalty

Death came to Theodore Roosevelt, ex-President of the United States, soldier, statesman, scholar, and fearless leader, on the morning of January 6, 1919. Among his last known public messages was a letter written the Friday before to officers of the American Defense Society, of which he was the honorary president, to be read at the Sunday evening concert of the society at the Hippodrome, New York City. The message, ringing with the clear note of true Americanism, follows:

"I cannot be with you, and so all I can do is to wish you godspeed. There must be no sagging back in the fight for Americanism merely because the war is over. There are plenty of persons who have already made the assertion that they believe the American people have a short memory and that they intend to revive all the foreign associations which most directly interfere with the complete Americanization of our people. Our principle in this matter should be absolutely simple. In the first place, we should insist that if the immigrant who comes here does in good faith become an American and assimilates himself to us he shall be treated on an exact equality with every one else, for it is an outrage to discriminate against any such man because of creed or birthplace or origin.

"But this is predicated upon the man's becoming in very fact an American and nothing but an American. If he tries to keep segregated with men of his own origin and separated from the rest of America, then he isn't doing his part as an American. There can be no divided allegiance here. Any man who says he is an American, but something else also, isn't an American at all. We have room for but one flag, the American flag, and this excludes the red flag, which symbolizes all wars against liberty and civilization just as much as it excludes any foreign flag of a nation to which we are hostile. We have room for but one language here, and that is the English language, for we intend to see that the crucible turns our people out as Americans, of American nationality, and not as dwellers in a polyglot boarding house; and we have room for but one soul loyalty, and that is loyalty to the American people."



From the "London News"

The Surrendered German Fleet

JUSTICE

Across the world where all men grieve, and grieving strive the more,
The great days range like tides, and leave our dead on every shore.
Heavy the load we undergo, and our own hands prepare,
If we have parley with the foe, the load our sons must bear.
Before we loose the word that bids new worlds to birth,
Needs must we loosen first the sword of Justice upon earth;
Or else all else is vain since life on earth began,
And the spent world sinks back again, hopeless of God and man.

A people and their king through ancient sin grown strong,
Because they feared no reckoning would set no bound to wrong;
But now their hour is past, and we who bore it find
Evil incarnate held at last to answer mankind
For agony and spoil of nations beat to dust,
For poisoned air and tortured soil and cold, commanded lust,
For every secret woe the shuddering waters saw
Willed and fulfilled by high and low—let them relearn the law.

That when the dooms are read, nor high nor low shall say:
"My haughty or my humble head has saved me in this day."
That, till the end of time, their remnant shall recall,
Their fathers' old confederate, crime, availed them not at all.
That neither schools, nor priests, nor kings may build again
A people with the heart of beasts made wise concerning men.
Whereby our dead shall sleep in honor, unbetrayed,
And we in faith and honor keep that peace for which they paid.

—*Rudyard Kipling*

NO HYPHEN IN MY HEART

[*The author of this poem is of Czecho-Slavic birth and, as an active member of the Author's League of America, has done her part to help win the war and to spread the messages of Americanization. This poem is copyrighted by the author and reproduced by permission.*]

To these broad shores my fathers came
From lands beyond the sea;
They left their homes, they left their friends
To breathe an air more free.
To them an alien land it seemed
With customs strange and new,
But my heart knows just one dear flag—
The Red, the White, the Blue.

There is no hyphen in my heart;
It can't be cut in two.
O flag of bars and silver stars,
I've given it all to you!
Columbia, to me you've been
A mother fond and true;
My heart's best love and loyal trust
I glady offer you.
Let others sing of native lands
Far o'er the ocean's foam—
The spot where floats the Stars and Stripes
Shall ever be my home.

—*Josephine M. Fabricant.*

JUNIOR RED CROSS PROGRAM

Recent events have necessitated a slight rearrangement of the Junior Red Cross program for the ensuing months.

January.—During this month, the Junior Red Cross will put on a campaign for the introduction of courses in *First Aid* and in *Home Nursing* in high schools. The details of this campaign will be issued early in January.

February, March, and April.—About the middle of January the Junior Red Cross will issue from Headquarters a 32-page pamphlet of suggestions for instruction in *personal health* and *community sanitation.* The work for personal health will continue throughout four months. The program of community sanitation may be undertaken in February, March, or April, as the local climate dictates. Actual classroom time may well be taken from that usually devoted to the teaching of hygiene and sanitation.

This change of program will defer the plans for stimulating international friendship which are being worked out for the month of March. The suggestions offered in this connection will be developed in English, geography, and history classes, and so will not interfere with the health program.

The regular schedule for April, May, and June remains unchanged. Teachers will accomplish much more by following a definite plan carefully worked out in advance.

Rural Schools

ONE COUNTRY, ONE LANGUAGE

Have the children give the salute to the flag, the one which ends, "One country, one language, one flag." We all know why it is a good thing to have one big country, the United States, instead of forty-eight small countries, each one separate. Perhaps some boy or girl will tell why. They can tell, too, what is our "one language." Why is it good to have one language?

Probably the children have seen persons who speak a different language from ours, their own neighbors, perhaps, or strangers on a railroad train or at a fair. What do we think when we hear persons talking in a strange tongue? That these people are foreigners, do not belong to our country, have different ways from ours, which we do not understand, and that they perhaps would not like or understand our ways of doing things.

Get suggestions from the pupils. Lead them to think and talk for themselves as much as you can, but be sure that in the end they see that, if we are to be one country, it is absolutely necessary that we be able to understand each other, read the same newspapers or posters, listen to the same speeches, vote on the same ballot, talk to each other in a common language. If it is good for all the people in America to speak the same language, which language should it be?

Which Language?

Is there any difference of opinion as to the answer to the question we have been thinking about? Let us think about the way foreigners who come to our country may feel. Our laws say they must put their children in school. What language will those children hear in school? In what language will all the books be written? Why not have schools for the children of foreigners in which they would study books written in the language their mothers and fathers speak? Why should these children have to study books written in English any more than American children have to use the foreign children's language?

First Step in Americanization

One of the big tasks our country has is making good Americans of all the foreign-born peoples who come to our land—Italians, Russians, Poles, Germans, Greeks, Czechs, and many others. The process of making these people into Americans is called Americanization. When does a man born in a foreign country become a good American? One of the first steps in Americanization is teaching the foreign-born the language of our country, the English language.

Can we make good Americans of all these people—even of Germans? Yes, in the Great War some of our most loyal soldiers and supporters were German-born. Perhaps you have foreign-born children in your class. Do they want to be good Americans? Are they trying hard to take this first step? Do they talk English to each other? Do they talk English in their homes? Do the other children help them, by talking with them, not making fun of their mistakes? Shall we see if we can all help Uncle Sam in his big job of Americanization?

THE ALSACE-LORRAINE QUESTION

Do you know what the Alsace-Lorraine question is? Perhaps you can guess it if you can find these provinces on your maps. They lie between France and Germany, and both of these nations have desired to have them. To which should they belong? Suppose you had to answer that question. What would you want to know first? On what would you base your decision?

Some Alsace-Lorraine History

More than a thousand years ago, Alsace, Lorraine, Germany, and France were part of one mighty empire, under the rule of the great emperor Charlemagne. When Charlemagne died, the empire went to his son, who later divided it among Charlemagne's grandsons, Louis, Charles, and Lothair. Louis was given the part east of the Rhine, from which modern Germany developed. Charles received the part west of the Rhine and the Meuse, which became France. Lothair had the land between. The name *Lorraine* has come from *Lothairingia,* or the land of Lothair. Find all these places on the map.

The empires of Charles and Louis gradually encroached on the land of Lothair, and the dispute began as to whether Germany or France should own this territory. Finally France seemed victorious. She acquired Metz, the chief town in Lorraine, in 1552, and Strassburg, the capital of Alsace, in 1681. Compare these dates with the dates of the discovery of America and of the early colonies at Plymouth and Jamestown. France held these provinces by the strength of her arms until 1871. In that year, she was defeated in the Franco-Prussian war, and besides paying an indemnity, she had to give up Alsace and Eastern Lorraine, which Germany claimed France had stolen from her two or three centuries before. And the dispute was no more settled than it had been before.

A Land Which Lost Its Language

At that time, nearly fifty years ago, there were about a million and a half people in these two provinces. They were a part of France, just as your own state is part of the United States. France was their country, the French language was their language. But a notice was posted in every village, commanding that hereafter German, and not French, should be taught in the schools. How would you feel if you saw such a notice posted in your village? Perhaps your teacher can find a story called "The Last Lesson in French," which tells about it. The people of Alsace and Lorraine were broken-hearted. They had been part of France longer than your state has been part of the United States, and they loved France and wanted to be French. But they had no choice. A German historian named Treitschke wrote, "We Germans know better than these unfortunates themselves what is good for the people of Alsace. Against their will we shall restore them to their true selves." Their country now was to be a part of Germany, their language German, their flag the German flag. If they would not accept this new order of things, they could leave the country. Many thousands of the finest young men of Alsace and Lorraine did turn their backs on the land they loved because they were determined not to be under the rigorous German rule.

Alsace-Lorraine in the Peace Terms

After half a century, the two provinces still looked to France as their mother country, from which they had been torn and to which they still desired to return. What do you think should be done about it? And why do you think so? Is it because France has beaten Germany now and has a right to take German territory if she wants to? Or is it because the people of Alsace-Lorraine want to go back? Do you know what the Peace Conference is going to do about it? What has President Wilson said about Alsace-Lorraine?

THE SCHOOL MAIL BOX

The postman lesson for St. Valentine's Day in the primary department of this issue may be adapted into a lesson on rural free delivery. If you have not already had a mail box put up at your school, this is a good time to plan with the children for having it done as soon as possible.

PATRIOTIC FARMERS

The farmers of the United States apparently have accomplished the impossible by continuing to plant larger areas and to harvest larger crops in the aggregate with each year of the war in spite of the difficulties of securing farm labor, supplies, machinery, and other necessary articles.

The planting and cultivating of 32,000,000 acres more in 1917 than in 1914 by the farmers of this country is comparable with anything that has been accomplished by any other industry. This production of food crops on an enlarged scale, at greatly increased expense of time, effort, and labor and by fewer men, steadily and without publicity or the inspiration that comes from large bodies of men working together, has done as much to insure the winning of the war against the military despotism of Europe as any other one factor. — *David F. Houston, Secretary of Agriculture.*

LINCOLN, THE GREAT AMERICAN

A good way to know what America is and what she wants to be is to study the life of Abraham Lincoln. When we read the life of Lincoln, we find that he was well used to trouble. Hard things he had to bear all his life long. No child in America today sleeps in as cold a room as Lincoln did, or eats such plain food as Lincoln did when he was a little boy. No child in America today has to go without schooling and books, as Lincoln did. But hard things only made Abraham Lincoln strong to bear burdens.

Poor, and lonely, and untaught, he built up a splendid character, and the things he built on were the things every man may have: they were faith in God, absolute honesty, patience to learn, and charity for all men.

In selecting stories of Lincoln to tell to school children, take those which illustrate the traits of character which it is possible for our little folks to understand and imitate.

NEW LIFE IN SCHOOL WORK

There was never before a better chance to teach history and geography than there is today. The questions before the Peace Conference concern the future of places all over the world. To read the papers and magazines understandingly we have to know something about the geography of these places, where they are, the degree of civilization of their people, and the resources which make great powers want to own them. We need to know their history. Why are they in dispute? What claim has France or Serbia or Italy or Denmark to them? What unfair treatment have they had in the past that they are now asking to have righted?

The world has never lived through events more important than those of today. Our pupils must learn of them and their causes if they are to understand the movement of world affairs all the rest of their lives. Shall they not learn the story now while it is in the making, while it is most alive and interesting, while it is talked of everywhere, featured in every newspaper?

By including the whole room in one group to discuss these current events of large importance, time may be provided with little sacrifice of any of the regular subject matter, and the resulting work should be the best kind of history, geography, civics, English, and reading.

SCHOOL GARDEN ARMY

One and one half million children have enlisted in the United States School Garden Army under the direction of the Bureau of Education. Sixty thousand acres of neglected vacant lots have been converted into productive land and fifty thousand teachers have received valuable instruction in gardening through the garden leaflets issued for the movement. The initial purposes which prompted the planning of the School Garden Army were two: (a) increased food production and (b) the training of school children in thrift, industry, service, patriotism, and responsibility. These purposes still hold even though the armistice has been signed, and teachers everywhere will find a splendid opportunity for patriotic service in coöperating with this movement.

The School Garden Army was organized particularly to develop gardening in town and city schools, rural schools having been pretty well organized for some time under the Boy's and Girl's Club movement of the United States Department of Agriculture. Rural teachers, however, will do well to avail themselves of the helpful leaflets which are issued by the School Garden Army. Write at once to the School Garden Army division of the Bureau of Education, asking to have your name placed on the mailing list to receive garden circulars, and to procure copies of the four printed bulletins now available, namely, the Fall Manual, the Spring Manual, Outline of a Course of Study in Gardening, and a Garden Festival. This is the time to plan gardens and you will need all the helpful literature available from every source.

A RED, WHITE, AND BLUE VALENTINE'S DAY

The fact that Valentine's Day and Washington's birthday both come in the month of February, and that the Belgians confused the two, gave that plucky little nation a chance to flaunt defiance in the face of Germany. It was before the United States had entered the war, but already the Relief Commission, with Mr. Hoover at its head, had won the gratitude and love of Belgium. Seeking for some way to show their appreciation, they hit upon the idea of wearing the American colors, the red, white, and blue, on St. Valentine's day, because they thought it was the custom to do so in the United States. So on Valentine's day, the streets of Brussels were gay with ribbons. Every man, woman, and child who could get it wore a red, white, and blue bow or streamer or rosette, or a tiny American flag.

The Germans were furious. Had they not forbidden the Belgians to show any flags? But they dared not interfere, for these were the colors of the United States, and at that time our country was neutral and Germany was desirous that it should remain so. If the German soldiers who policed the city should tear these colors off the wearers, or punish them for the display, the United States might consider it an insult or a hostile act. There was nothing to do but to let the matter pass. But the Germans could not hide their anger, and the knowledge of it filled the Belgians with glee.

Before the week passed, however, the people of Brussels discovered that they had made a mistake. They learned that we celebrated St. Valentine's day in another way, and that on Washington's Birthday we wore our national colors and flew them from our houses. The chance to exasperate the powerless Germans, while again honoring their American friends, was too good to miss. Accordingly, with much silent glee, the red, white, and blue decorations were again brought out, and for another day they brightened the Brussels streets, while the Germans fumed in impotent rage at sight of the plucky Belgians, who wore their forbidden colors with quiet faces, perhaps, but with high held heads, and defiant amusement shining in their eyes.

Primary Grades

I AM AN AMERICAN

Each little pupil who goes to the Primary School can tell people what his name is, his father's name, and where his home is. He can say, "I am Jack Brown. I live at 1935 A Street, Lincoln, Nebraska," or he can tell just where he lives in the country.

Why not teach these same primary children what our national name is and something about our larger home, our country. Then each child can say proudly, "I am an American. My country is the United States of America. My flag is the Stars and Stripes."

A BRAVE LITTLE FRENCHMAN

Pierre was a little French boy who lived in a village near the boundary line between France and Germany. One day some French troops came to the village. When the people gathered round them, the captain asked if they had seen any Germans about.

"Do you know if they are far from here? I wish to know exactly before we cross the river," added the captain.

Little Pierre, who had heard the question, pushed forward and saluted. "If you wish, I will find out," said he. "I know the country very well. My grandmother, who is ill, lives on the other side of the river, in the next village. I will go to see her and find out if the Germans are nearby."

"But you will be shot," said the captain.

"Oh, I am not afraid," replied the little boy. "I will hide in the bushes and if any one should see me, I will say I am going to see my grandmother."

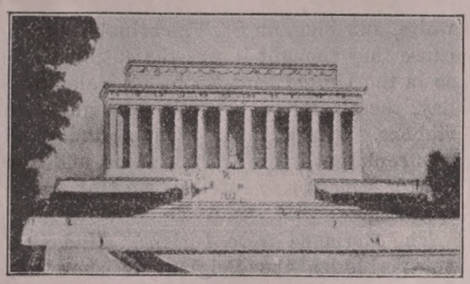
The boy's offer pleased the captain and he consented to let the little fellow try out his plan.

Pierre started off as if he were going for a walk in the country. He had on his wooden shoes, a woolen cap was in his hand, and he wore a short, blue coat. He looked exactly like a little boy going to visit his grandmother.

He crossed the river on a little foot bridge. When he came to the other side, he went toward the village where his grandmother lived, hiding as best he could back of hedges and bushes.

Once he met a woman whom he knew and asked her whether there were any Germans nearby.

"Indeed there are. Thousands of them are out there beyond the houses, with



Lincoln Memorial, Washington, D.C.

horsemen and cannon. Go back home at once or you will be shot."

But the brave lad did not turn back.

"If there are Germans here," thought he, "it is not time to think of myself. I must get exact information for the captain."

Suddenly he heard the galloping of a troop of horsemen and saw some German cavalry coming toward him.

"Halt!" shouted an officer. "What are you doing, boy?"

"I am going to see my grandmother who is ill," said little Pierre.

"No you are not," said one of the Germans. "You were hiding yourself in order to spy on us. Come along. Forward, march! You are going to be shot!"

Pierre was placed between two soldiers and brought to the German camp. There he saw rows of cannon and great numbers of infantry and cavalry. He heard the Germans talking and knew that they planned to attack the French on the other side of the river.

"If only I could get away and warn the captain," he thought. But that seemed impossible for the Germans had locked him in a barn which was guarded by a sentinel. "If the least warning is given to the French you will be shot this evening," he was warned.

"How can I get out," thought this brave little boy to himself as soon as he was alone. He looked about him. The barn had been used as a storehouse and was full of knapsacks, helmets and guns. There was a small window in one side, too high for the little boy to reach. Quickly and quietly he piled a number of knapsacks one upon the other and climbing over them was able to reach the opening. He looked out. The sentry was on the other side of the building. So out he jumped, landing in the soft dirt below without making any noise. Just as fast as he could he made his way back toward the river, crawling behind the thickets. His one thought was to reach the other side and warn the French that the Germans were coming. He heard shouts behind him and thought that his escape had been discovered.

Then how he did run! Soon he came to the river. Fortunately the river was low and so in he splashed and waded across to the other side. When he finally reached the captain, he was a wet, muddy, and breathless little boy.

"There are many Germans and a great many cannon," he told the officer, "and they are going to come here for they have forbidden all the people to leave the village for fear they will warn you."

"You are a brave boy," said the captain. "We know now what to do."

"I am only sorry," said Pierre, "that I did not see my grandmother."

IN THE DAYS OF LINCOLN

The backwoods setting of Lincoln's boyhood home is very easily reproduced on the sandtable. First picture the half faced camp which was his home for more than a year. Talk about the work necessary to be done before a permanent cabin could be built. Represent the wilderness surroundings by small branches and twigs stuck in sand. Talk of cutting trees for logs to build a new home, of clearing land to plant corn.

Show how the log cabin was made. The children may construct miniature cabins of cardboard crayoned or painted to represent logs, or they may construct them of twigs which can be nailed together with tiny nails. In some schools, the children have used pieces of corn stalk fastened together with wire. Other things which may be made of wood are three-legged stools, rude tables, little Abe's bed, the shovel on which he did his figuring.

As the picture develops, let the children see how the pioneer family in those days had to get all they needed to wear and eat by their own hard labor. A bit of skin or fur hung up to dry outside the cabin will suggest a source of clothing and food. A toy spinning wheel and a small loom will hint of how clothing was made.

In every way possible, contrast the conditions under which the young Lincoln lived with those of today. Try to make the little Americans of today appreciate their advantages, and their opportunities.

A WAR EQUIPMENT CONTRAST

What Washington's Soldiers Had

Flint-lock muskets.
Powder carried in horn or flask.
Hand made bullets.
Travel by foot or on horseback.
Supplies hauled by wagons over poor roads.
What food could be supplied by the country where they were camped.
Homespun uniforms and rough shoes.

What Pershing's Soldiers Have

Repeating rifles and machine guns.
Motor trucks and railroad trains.
The telegraph and wireless.
Tanks and airplanes.
Long-range guns.
Abundance of food, and special care if sick or wounded.
Warm khaki clothing with special attention paid to well fitting shoes.

CIVICS IN PRACTICE

In connection with St. Valentine's Day, prepare to take up the study of the postman as a public official with whom the child comes into daily contact. Talk about the postman; how often he delivers mail in the neighborhood; other things he has to do. The story of a letter: the teacher may address a letter before the class; let a child place the stamp correctly; have the class accompany the teacher to the nearest mail box and show how to post the letter. How we can help the postman: address the letters properly; write plainly; answer the bell promptly; save time by having a letter box.

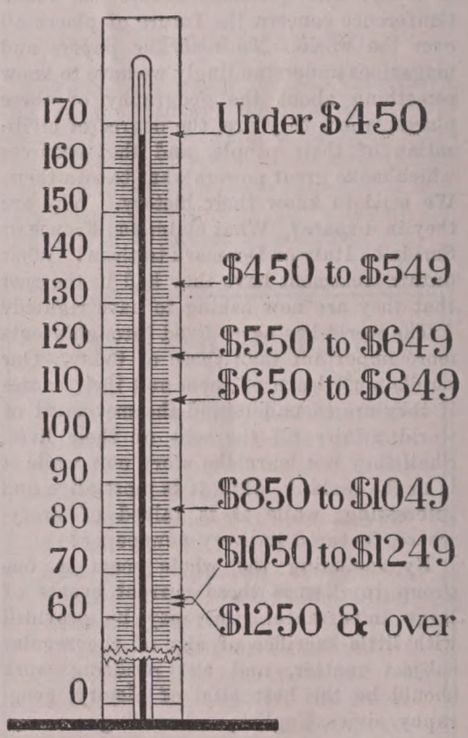
THE POSTMAN

I see the postman coming,
With letters in his hand;
I will not keep him waiting,
But by the door I'll stand.
And when I hear his welcome knock,
The door I'll open wide
And with a pleasant "Thank you,"
The letters take inside.

Through every sort of weather
The postman comes each day,
With letters to deliver
To each along his way.
The letters give us pleasure,
The cards and papers, too,
Then shout, "Hurrah for the postman!"
Who brings the mail to you.

SAVING THE CHILDREN

As the earnings of the father of the family decrease the baby death rate increases, according to facts presented in the sixth annual report of the Children's Bureau of the Department of Labor. This chart sums up the result of a six years' study of infant welfare as related to the family income, and represents the definite conclusions of a field investigation based upon interviews with 23,000 mothers.



In families where the fathers earn $1250 or more, the baby death rate was 64.3 for each 1000, or one in each sixteen. The death rate for babies whose fathers earn less than $450 was 167.8 per 1000, or more than one in every 6. The two income groups, where fathers earned less than $550, together include 26.7 per cent of the babies. The next two groups ($550 to $849) include 36.9 per cent. In the group earning from $850 to $1049 were 15.2 per cent of the babies. Only 18.2 per cent had fathers earning $1050 and over, 6.2 per cent, $1050 to $1249, and 12 per cent $1250 or more.

The baby saving campaign of the Children's Bureau is directed toward saving the many thousand babies now lost through ignorance or negligence.

Intermediate Grades

OUR BROTHERS' KEEPERS

See the picture of a small girl crossing a muddy street holding a big baby in her arms. Hear a person near by say, "Child, the baby is too heavy for you to carry. Let me help you." Hear the reply which comes unfalteringly, "He's not heavy. He's my brother."

Much of that spirit has come into the hearts of the youth of America since the great war began. The pull on their muscles as they performed tasks, heavy and sometimes long, in order to lift their brothers and sisters in Europe across very muddy places, has had an excellent reaction. Gradually the knowledge of the "other fellow" has begun to dawn. This must be grasped by the teacher and held permanently. Service in Red Cross activities, thrift and victory savings, and food conservation must go on. We must keep up these activities which interpret to children the larger meaning of "my brother."

UNCLE SAM'S JUNIOR WORK SHOPS

Handwork, always an important form of activity in the schoolroom, assumes at the present time a more prominent role than heretofore, for the war has plainly demonstrated the country's need of skilled artists and artizans who cannot be better launched in their development of accuracy, dexterity, initiative, and muscular control than through the handwork of the intermediate grades. The teacher with a vision realizes that the imperfect furniture, buildings, vehicles, and toys fashioned by little fingers are the foundation for the work of the nation in the future.

Work of Current Interest

Granting its worth, we may be in a quandary to find some project of current interest and general appeal to the children, especially a piece of community work to which each child contributes his bit, and so may welcome the idea of fitting up a hospital ward or convalescent soldier's room.

The room itself may be made from a hat box cut to suitable proportions, the front and top removed. The box may be papered with white wrapping paper, and windows painted to resemble glass set in the wooden frame may be glued in position. Tissue paper makes excellent curtains for the convalescent's room, while a mat for the floor may be made of a dark, well-selected cover paper through which a lighter piece is woven for a center.

The furniture is necessarily simple, consisting of beds, tables, and straight chairs for the ward, with a bureau and rocking chair added for the convalescent's comfort. These pieces may be made in several ways. Genetic construction using no paste, but putting the parts of any article together by joints, slipping one piece of paper through slits cut in another, is a possible form of construction best adapted to very young workers. Construction with paste, fastening the various parts together by means of flaps, offers a more advanced problem, one quite practical for third and fourth grade children and within the possibilities of every schoolroom, as it requires only drawing paper, scissors and paste.

Fourth grade children delight in making paper box furniture which utilizes boxes of various sizes and shapes, the parts being put together with brass fasteners.

Finally, the best material for use by fourth or fifth grade children is wood. Sloyd work is a good beginning for the shop of later years, and the interest which boys of these grades show in the use of the knife is surprising. Basswood, one-fourth inch and three-sixteenth inch, knives, glue, one-half and three-quarter inch brads, and hammers are the required equipment. Small boxes may be used if the basswood is not available. The patterns may be supplied by the teacher or, better, worked out by the children. The box and wooden furniture may be painted or enameled.

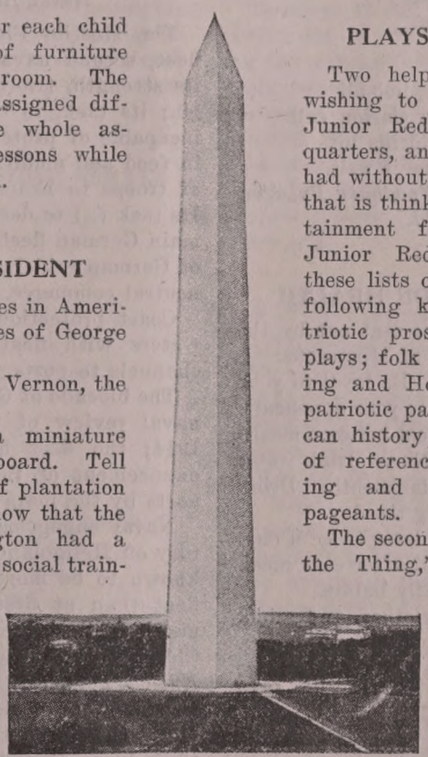
It is not necessary for each child to make every piece of furniture needed for the little room. The various pieces may be assigned different groups, and the whole assembled after a few lessons while the interest is still keen.

OUR FIRST PRESIDENT

Some of the best stories in American history are the stories of George Washington as a boy.

Show a picture of Mt. Vernon, the home of Washington.

Better still, make a miniature plantation on the sandboard. Tell the children something of plantation life in the old days. Show that the young George Washington had a good education and good social training. Compare his home with the humble home of Abraham Lincoln. Tell the story of the colt to illustrate Washington's truthfulness and respect for his mother. Emphasize the fact that he was a well brought up boy, that he had plenty of outdoor life, that he studied, and played, and learned to manage himself and the plantation. So when the time came that his country needed him, he had health, wisdom, and character to give to his country's service.



Washington Monument

Little children will be interested in any stories of his boyhood. They will like to know, too, about his fighting the Indians. They ought to know, of course, that in the war that won our independence he was the commander-in-chief of the army. They will be interested in the story of the first American flag and Washington's connection with it. Because these time-worn stories have lost some of their flavor to us who have retold them so many times, there is no reason why we should neglect to give them to our little children. Our first president was a great general, a great statesman, and a good man. Stories of his life are part of the heritage of every American child.

WASHINGTON'S BIRTHDAY

"'Tis splendid to live so grandly,
That long after you are gone,
The things you did are remembered,
And recounted under the sun;
To live so bravely and purely,
That a nation stops on its way,
And once a year, with banner and drum,
Keeps its thoughts of your natal day.

And this is Washington's glory,
A steadfast soul and true,
Who stood for his country's honor
When his country's days were few;
And now, when its days are many,
And its flag of stars is flung
To the breeze in defiant challenge,
His name is on every tongue.

—*Margaret Sangster.*

PLAYS AND PAGEANTS

Two helpful leaflets for schools wishing to give plays are now at Junior Red Cross Division Headquarters, and either or both may be had without charge by any Auxiliary that is thinking of holding an entertainment for the benefit of its Junior Red Cross work. One of these lists offers suggestions on the following kinds of material: Patriotic prose and poetry; health plays; folk dances and songs; farming and Hooverizing; historic and patriotic pageants; plays of American history; patriotic plays; books of reference on costuming, staging and producing plays and pageants.

The second list, called "The Play's the Thing," is published by the National Association for the Study and Prevention of Tuberculosis, an organization with which the Red Cross keeps up the closest coöperation. It contains, besides synopses of fifteen health plays, suitable for school production, some general advice for the most effective use of the plays suggested.

THE AMERICAN FLAG

Tell me, who can, about our flag
With its red and white and blue;
How came it to have so many stars,
And of pretty stripes so few?

The thirteen stripes are for thirteen states
That first into union came,
For each new state we have added a star,
But have kept the stripes the same.

WHO WON THE WAR?

Who won the war?
'Twas little Belgium stemmed the tide
Of ruthless hordes who thought to ride
Her borders through and prostrate France
Ere yet she'd had time to raise her lance.
'Twas plucky Belgium.

Who won the war?
Italia broke the galling chain
Which bound her to the guilty twain;
Then fought 'gainst odds till one of these
Lay prone and shattered at her knees.
'Twas gallant Italy.

Who won the war?
Old England's watch dogs of the main
Their vigil kept, and not in vain;
For not a ship their wrath dared brave
Save those which skulked beneath the wave.
'Twas mighty England.

Who won the war?
'Twas France who wrote in noble rage
The grandest words on history's page,
"They shall not pass"—the devilish Hun,
And he could never pass Verdun.
'Twas sturdy France.

Who won the war?
In darkest hour there rose a cry,
"Liberty, sweet Liberty, thou shalt not die."
Thank God! they came across the sea,
Two million men and victory!
'Twas glorious America.

Who won the war?
No one of these; not one, but all
Who answered Freedom's clarion call.
Each humble man who did his bit
In God's own book of fame is writ.
These won the war.—*Woodbury Pulsifer, in the Washington Herald.*

GOLDEN RULES OF HEALTH

These health rules were sent out by the child-welfare department of Minnesota:

1. Play hard and fair. Be loyal to your team mates and generous to your opponents.

2. Eat slowly. Do not eat between meals. Chew food thoroughly. Never drink water when there is food in the mouth. Drink water several times during the day.

3. Brush your teeth at least twice a day. Rinse your mouth out well after each meal.

4. Cultivate regular daily habits.

5. Keep clean, body, clothes, and mind. Wash your hands always before eating. Take a warm bath with soap once or twice a week; a cool sponge (or shower) bath each morning before breakfast, and rub your body to a glow with a rough towel.

6. Try to keep your companions, especially young children, away from those who have contagious diseases.

7. Use your handkerchief to cover a sneeze or cough, and try to avoid coughing, sneezing, or blowing your nose near others.

8. Study hard, and in study, work, or play, do your best.

9. Sleep: get as many hours in bed each night as is advisable for one of your age. Keep windows in bedroom well open.

10. Be cheerful and do your best to keep your school and your home clean and attractive, and to make the world a better place to live in.

Protect your schoolmates from disease. Use your handkerchief when you sneeze.

Upper Grades and High School

SEA POWER IN THE WAR

In connection with the story of the lives of the great naval commanders of the war, teachers may well emphasize the vital importance of sea power as a factor in the victory. The work of the allied fleets was perhaps not so spectacular as the charges "over the top," but in a sense it was even more fundamental to victory. With the sea-control in allied hands, millions upon millions of British soldiers, with necessary supplies and munitions, were transported across the channel. Over two million Americans were transported to France. Over one million soldiers came from Great Britain's overseas dominions, together with billions of dollars' worth of food and fighting material. The value of sea control can best be appreciated if we imagine that the Central Powers, instead of the Allies and the United States, had succeeded in gaining the upper hand in the struggle for naval supremacy.

Naval Affairs in 1914

The Hostile Fleets: (1) The German fleet, second naval power of the world; its strength, two-thirds that of the British; its task, to render the British fleet incapable of protecting (a) British trade in food and munitions, (b) transportation of troops to France. (2) British Navy: Its task (a) to destroy or shut in port the main German fleet (b) to clear the ocean of German raiders preying on British and neutral commerce.

Coast protection: the sowing of coast waters with floating mines; concealing channels to ports.

The blocade of German ports: the grand naval review of the British fleet, July 1914; the fleet held together; the announcement of the blockade of German ports by the main British fleet.

Naval engagements: (1) British victory off Heligoland in the North Sea, now known to be more disastrous to German fleet than at first supposed. (2) Commerce raiding, the German squadron in a Chinese port at the outbreak of the war; *Emden* detached to raid in the Indian Ocean, other portion to raid in the Pacific. (a) German victory off the coast of Chile; two British warships sunk, other British ships fled. (b) British victory off the Falkland Islands, two German warships sunk. (c) The *Emden*, its successes and final destruction.

THE WAR IN 1915

The Western Front

(1) The situation practically unchanged from 1914; neither side able to make much impression on the other; two apparently impregnable lines of opposing trenches from the North Sea to Switzerland.

(2) The introduction by the Germans of poison gas, violation of the Hague convention; the adoption by the Allies of the use of masks as a preventive of gas poisoning and finally of the use of gas as a weapon.

(3) The invention by the Germans of the flame-thrower, of little value and dangerous to user.

The Eastern Front

(1) The Gallipoli Campaign: Purpose, to force the Dardanelles and take Constantinople; great courage and heavy losses of the Allied troops; disastrous results: (a) Allied troops withdrawn, (b) Allies lose prestige with hesitating nations of southeastern Europe, Greece and Bulgaria.

(2) On the Russian border, serious reverses to the Allied cause; Russians withdrawn from Austria, defeated in invasion of East Prussia, lost all of Russian Poland.

Entry of Bulgaria Into the War

(1) Turkey made secret treaty with Germany, August 4, and entered as an open ally of the Central Empires, in October, 1914; separated from her allies by the Balkan States.

(2) Bulgaria's reasons for entering. (a) Recall old enmity between Serbia and Bulgaria dating back to the Second Balkan War (1913); also German and Austrian support of Bulgaria in 1913. (b) Recall loss of prestige by the Allies as a result of the failure of the Gallipoli campaign.

(3) Bulgaria declares war on Serbia, October, 1915.

(4) Subjugation of Serbia and Montenegro. (a) Simultaneous invasions from north and south by Austria and Bulgaria; (b) barbarous treatment of conquered peoples and unnecessary devastations.

FOOD REGULATIONS BENEFIT HEALTH

The food regulations, and to a far greater extent the increased prices of food, particularly those of meats, meal, and flour, have modified greatly the dietaries of American workingmen's families. From all the evidence in hand it seems probable that these changes in diet have resulted beneficially rather than harmfully to the health of our working population. Real wages have probably not fallen. Budget schedules indicate a falling off in the use of meat and an increase in the consumption of vegetables.—*Royal Meeker, Commissioner of Labor Statistics, Department of Labor.*

The Waverings of Greece

(1) Reasons: (a) Loss of prestige by reason of failure at Gallipoli, (b) pro-German King (Queen of Greece, a sister of the Kaiser.)

(2) Allies compel Greece to fulfill treaty obligations to Serbia, (a) landing of Allied army at Saloniki, (b) removal of Constantine as King of Greece.

Review the situation in the East at the close of 1915.

Italy Enters the War

(1) Why Italy did not enter the war in 1914 on the side of the Central Powers. Recall the terms of the Triple Alliance, a defensive alliance; Italy's refusal to help Austria in war against Serbia in 1913, and again in 1914.

(2) Reasons urging Italy to enter on the side of the Allies. (a) Old enmity of Italy for Austria dating from before the unification of Italy in 1870, due to Italy's desire to annex that portion of Austria inhabited by Italian speaking people (Italia Irredenta). (b) Italy's connection by marriage with the royal house of Montenegro. (c) Italy's war with Turkey 1912 and her interest in the control of the eastern shore of the Adriatic. (d) Territorial reward promised Italy by the Allies; the Treaty of London, 1915—a secret pact between Great Britain, France, and Italy—promised to Italy the eastern shore of the Adriatic.

(3) Italy declares war on Austria, May 1915; a year later declares war on Germany.

(4) Italian campaigns against Austria 1915: Austrian control of the mountains and passes; Italians enter Austrian territory; no decisive battles and no important cities captured.

Conclusion:—Make a blackboard outline of the nations in the war of 1915.

TWO AMERICAN PATRIOTS

The birthdays of two great Americans which occur next month will form a most fitting occasion for lessons that will tend to enforce the idea of duty to and responsibility for our country instead of patriotism of a more formal or emotional kind.

In the lessons of the lives of Washington and Lincoln, teachers not merely should emphasize that here were great men, but should dwell upon the things that cause us to think them great. A good way of approach is to refer to our reasons for entering the present war. Call attention to the fact that a great many of our people were already urging that our country take up the fight on behalf of Belgium and France. On the other hand was a feeling of prejudice against England due to our century-old feeling over our two wars with her.

Suddenly the President's statement of the situation in his war message to Congress cleared matters. Here were the ideals for which the United States was willing to fight. We saw that, on the whole, they had been the ideals of the allied countries and that their opposites had been the customary rule of the Central Powers. In general, the American ideals are summarized in the American's Creed.

Saluting the flag, celebrating our national holidays, and commemorating the birthdays of our great men are valuable exercises only in the proportion in which they serve to renew and to fix these national ideals in the minds of our pupils. Furthermore we must try to stimulate in the minds of the pupils a desire to "carry on," in other words, to translate these national ideals into individual conduct. As in food saving, what one does is very little, but when multiplied by millions it becomes an important matter. So with a conscious working for these American ideals. If we can get all our twenty millions boys and girls consciously and earnestly working for their realization the result will be of tremendous importance both now and in the future.

Plan your celebration of Lincoln's and Washington's birthdays to bring out the thoughts just outlined. Have the American's Creed analyzed by the pupils and show why it is a true statement of our ideals. Compare it with various historical documents, such as the Declaration of Independence. Taking up in turn the governments of England, France, and Italy, show how each of these nations is essentially democratic no matter what the apparent form of its government may be.

The greatest lesson from Washington and Lincoln is that these men are great because they did something toward realizing the ideals of popular self-government.

THE AMERICAN SPIRIT SPEAKS

To the Judge of right and wrong
  With whom fulfilment lies,
Our purpose and our power belong,
  Our faith and sacrifice.
Let Freedom's land rejoice!
  Our ancient bonds are riven;
Once more to us the eternal choice
  Of good or ill is given.

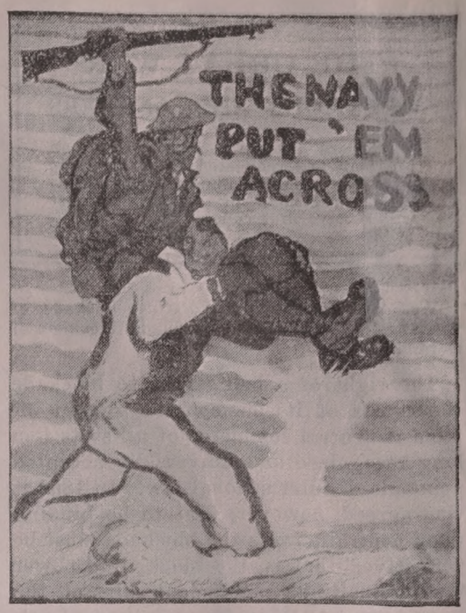
Not at a little cost,
  Hardly by prayer or tears,
Shall we recover the road we lost
  In the drugged and doubting years.
But after the fires and the wrath,
  But after searching and pain,
His mercy opens to us a path
  To live with ourselves again.

In the gates of death rejoice!
  We see and hold the good;
Bear witness, earth, we have made our choice
  For Freedom's brotherhood.
Then praise the Lord most high
  Whose strength hath saved us whole,
Who bade us choose that the flesh should die
  And not the living soul!

—*Rudyard Kipling.*

THE ANSWER TO AUSTRIA'S ULTIMATUM

On October 26 last, at Independence Hall, in Philadelphia, the real answer to Austria's ultimatum to Serbia was given by representatives of all the nationalities formerly under the rule or domination of Austria. These representatives signed a declaration. As a recent writer points out, the difference between the new declaration and our declaration is that, while the patriots of 1776 still had to look forward to seven long years of war, the representatives of the Mid-European peoples made their declaration when their war of liberation was won.



From a Drawing by Reuterdahl

Teachers should make use of this particular bit of current history by comparing the text and circumstances of the new declaration with our own. Compare also the proud position that Austria occupied in 1914, when she tried to impose her will on Serbia, with her position today, struggling for the very existence against the peoples whose rights she ignored four years ago.

A MODERN HEALTH CRUSADE

Although the fighting is over, America and each of the Allies will still have a great deal to do to complete their victory, according to the Junior Red Cross, which is launching a nation-wide health campaign to be carried on through the months of February, March, April, and May. An important obligation and opportunity, the Red Cross declares, is to keep up the fight against disease, applying the lessons and efficient methods developed since the war began.

New Health Manual

The Junior Red Cross, in coöperation with the Council of National Defense, the National Tuberculosis Association, and the Public Health Service, has launched this modern health crusade which is recommended by these bodies to the elementary schools as a part of a system of health education. In the month of December, more than a million children in all parts of America were already qualified as health cursaders. How to organize and carry on a national, state, or local health crusade through the schools is told in the Junior Red Cross Teacher's Manual, Supplement Number 3, which is distributed free to teachers through the Red Cross school auxiliaries. Every teacher may secure this manual from the local Red Cross chapter as a very definite help and guide in the improvement of the personal health of her pupils.

THE GREAT WAR
QUESTIONS AND ANSWERS

Readers seeking information on the war are requested to make their questions definite and concise. Naturally questions of general interest will receive first consideration.

Was not Germany's submarine blockade of England just as lawful as England's blockade of Germany?

The right of a belligerent to blockade the coasts of its enemy and to shut off from it neutral commerce of all sorts is a long recognized and universally accepted principle of international law. In 1856 it was agreed, however, that to be binding upon neutral powers the blockade must be "effective," that is, the blockading power must actually have sufficient ships off the enemy coast to intercept in-going and out-coming vessels. The North relied largely upon the blockade of the Southern coasts in bringing the Civil War to a successful conclusion. The developments of modern warfare, especially the use of the submarine, have made the maintenance of a blockading fleet in sight of the coast impracticable; so England resorted to a "long distance" blockade, intercepting vessels at points convenient for visit and search, in order to shut out commerce bound to Germany. This was an extension of the right of blockade, against which we protested; but as President Wilson said (April 2, 1917): "Property can be paid for; the lives of peaceful and innocent people cannot be. The present German submarine warfare against commerce is a warfare against mankind." The difference between the British extension of belligerent rights and the German is that the former led at most merely to the confiscation of the offending vessel and its goods, while the German practice sent vessel, crew, and passengers all unwarned to a watery grave.

Was not commercial rivalry between Great Britain and Germany the cause of the war?

No, the war had a quite different origin. It arose from the conceit of German professors and journalists, who taught that the Germans were the "Chosen People" with a divine mission to impose their government and their ways of living and thinking upon the rest of the world; from the brutal thirst for war of the Prussian military caste; from the fear of Kaiser and princelings that their power would decline unless they won some mighty success at arms; and from the lust for land, mines, and exclusive trade privileges which characterized German "big business!" There were greed and envy of the whole world in Germany. There was nothing akin to this in Great Britain. There was, however, a growing uneasiness at German utterances and deeds, which threatened exactly what happened when in August, 1914, Germany suddenly fell upon her neighbors east and west. Honest men in Germany itself now admit that the war was one of aggression on the part of their ruling classes, the mistakes of whose leaders brought disaster.

THE COMING LIBERTY LOAN

The new Secretary of the Treasury, Carter Glass of Virginia, in a recent statement, tells of the necessity for another Liberty Loan.

In reviewing the financial accomplishments of the nations, he shows that in the last eighteen months the American people have bought $18,000,000 of Liberty bonds and War Savings stamps, proving at once their patriotism and the invincible financial resources of the country.

Peace Must be Financed

Notwithstanding the fact that the war is over and the government expenditures are considerably reduced, there remains a great deal of financing to do. The expenditures for the month of November were nearly $2,000,000,000 and the expenditures for December up to the 16th were over $1,000,000,000. While these expenditures will decrease, the country must still look forward to another year of tremendous outlay of money. Peace must be financed as well as war.

The proceeds of the Fourth Liberty Loan so far received, have been spent and the installments still coming due on subscriptions to the Loan will be needed to meet the maturing Treasury certificates of indebtedness issued in anticipation of the Loan.

Secretary Glass announced that he is in accord with the policy outlined by his predecessor—that the next Loan should take the form of short term bonds. These short term bonds and War Savings stamps will afford the American people the opportunity to serve their country and put their savings in the safest and soundest of investments.

Important to Hold Bonds

There is one thing that is almost as important as buying Liberty Bonds and War Savings stamps and that is holding them when bought. To buy a bond and then throw it on the market is not holding your trench; it is throwing down your gun and going back to the rear, leaving to others your duty of giving financial support to the nation.

The splendid record of the American people during the war must not be marred by a relaxation as soon as our soldiers have finished their work. The Germans are the greatest quitters on the earth, but the American people will finish their job. The Fifth Loan must be as great a success as the others.

ENROLLMENT WEEK FOR BOYS' WORKING RESERVE

Enrollment Week for the United States Boys' Working Reserve is the week of January 20-26, according to William B. Wilson, Secretary of Labor, who has requested the Governors of the various states to set aside that week in order to enlist the boys of America of sixteen years of age and over in the Boys' Working Reserve branch of the United States Employment Service.

In his statement designating the week of January 20-26 as Enrollment Week, Secretary Wilson says:

"The importance of setting aside a special week in order to bring to the attention of the young men of the nation the all but overwhelming needs of impoverished Europe, is so obvious as to require no accentuation from me. A very large part of the task of rebuilding a devastated world belongs to the young men of this nation. It is not enough that the whole nation shall have been mobilized to win the great war; it is vital that the whole nation shall be mobilized to help broken Europe to its feet and to set it once more into the paths of felicitous progress.

"I trust that the young men of the country of 16 years of age and over, not now permanently employed, and especially the boys in our high schools, will respond to this new appeal as they so finely responded to that other appeal made to them one year ago; that they will enter heartily into the work of bringing relief to populations appallingly destitute; and that they will join the United States Boys' Reserve to finish what has been so well begun. The war has been won. The far more difficult task remains to secure for the highest interest of mankind, the fruits of victory."

LEANING UP AGAINST A BARRAGE

President Wilson told this story in a recent speech at Manchester, England:

"Our soldiers were considered by the older men to be a bit rash when they were in the field. On one occasion an Australian said to one of our men:

"'Man, a barrage is not a thing to *lean up against.*'

"They were a little bit inclined to lean up against the barrage, and yet I must confide to you that I was a bit proud of them for it. They came over to get at the enemy and didn't know why they should delay."

RUSSIA A WORLD PROBLEM

Russia in 1917 had a population of 178,378,000, or approximately 16 to the square mile.

771 of every 1,000 were peasants.

107 of every 1,000 were city people.

15 of every 1,000 were noblemen and members of the gentry.

5 of every 1,000 were clergy.

75 per cent were farmers.

10 per cent were in industrial pursuits.

4½ per cent were domestics.

3½ per cent were in commercial pursuits.

Of every 1,000 soldiers, 611 were illiterate.

4 per cent of the population of Russia attended public schools, as compared with 20 per cent in the United States.

About 65 per cent of the entire population of Russia was illiterate as compared with 7 per cent in the United States.

More than 100 languages are spoken in Russia.

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